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ABSTRACT

This report describes a practicum project that attempted to reduce apathy among students and parents of students at an inner-city junior high school. All seventh-grade students at the study school and some of their parents were selected as the target group. A support team composed of noninstructional school personnel and community representatives was formed to plan and coordinate anti-apathy efforts at the school. The support team was particularly concerned with reducing such manifestations of apathy as absenteeism, tardiness, class cutting, vandalism, and failing grades, as well as with increasing student participation in extracurricular activities and parent interest and involvement in school affairs. Data on the various indicators of apathy among seventh-grade students were gathered before and after the practicum project. Comparison of prepracticum and postpracticum data indicated improvement on all of the student-related objectives, but no improvement in parent involvement. (Author/JG)

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ALTERING THE APATHETIC PARENT-COMMUNITY ATTITUDES TOWARD AN INNER-CITY SECONDARY COMMUNITY SCHOOL

by

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MAXI II REPORT

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ABSTRACT

The purpose of this practicum was to reduce apathy of students and parents of students enrolled in Hart Junior High School. The practicum dealt with the seventh graders and some of the parents of the seventh graders. With the assistance of the Support Team, the practitioner focused on the problem of apathy in inner-city junior high schools, specifically at Hart. The support persons who supported this practicum effort were:

- Attendance Officer
- Attendance Aide
- Guidance Counselor
- Psychologist
- Roving Leaders

Much of the practicum effort was directed at rekindling the flame of hope in each human being involved in the survival effort.

The specific results of the practicum indicated that apathy is difficult to deal with, but if enough persons are concerned it can be significantly reduced.

DEFINITION OF TERMS

Apathy	Indifference to what appeals to feelings or interests.
Intervention	Any acts of interference that may affect the interests of others.
Attitude	Feelings for or against.
Truancy	The act of being out of school for unauthorized reasons.
Target Population	681 seventh graders and 100 of their parents.
Section	A group of students assigned to one homeroom or teacher.

Data Bank	A source of collected information about the practicum.
Truant	Congressional 571, 1938 (Juvenile Court Act), defines a truant as one "who is habitually absent from home or school."
Vandalism	The act of willfully or ignorantly destroying, damaging, or defacing property belonging to another or the public.

PRACTICUM OBJECTIVES

The problem of apathy manifests itself in truancy, vandalism, class-cutting, lack of parental participation, and nonparticipation in extra-curricular activities. This appears, at this time, to be of national interest, as indicated by the Congressional hearings regarding apathy and its manifestations.

In order to reduce apathy the practitioner will engage in efforts to improve or reduce the various manifestations of apathy. Strategies will be designed to:

- increase seventh grade student attendance by 50 percent with 75 percent of the target population (681 seventh grade students)
- increase parental involvement in the educational process at Hart Junior High School by 50 percent above the previous year. Involvement per se refers to attendance at PTA meetings, local Board meetings, area Board meetings, PACTS meetings, and cultural programs
- decrease class-cutting on the part of all seventh graders by 95 percent, as compared with pre-practicum results
- reduce the rate of student failure by 75 percent, as compared with pre-practicum results (note: failure is a class by class failing grade of F)
- increase the number of seventh graders participating in extra-curricular activities by 75 percent, as compared with pre-practicum results

- reduce the number of discipline referrals resulting from vandalism and destruction of school property by 50 percent of the seventh graders involved, as compared with pre-practicum results.

The practitioner had originally planned to do a comparative study comparing last year's seventh graders with the target group. However, this plan was altered because the practitioner and the support team felt that it would be more meaningful to compare the target group with itself, which resulted in a pre-post-practicum comparison. Secondly, the change was necessary because the records from the previous school year were not comprehensive enough.

PRACTICUM ACTIVITIES

Specific strategies were designed to achieve each of the objectives.

A. Increase Seventh Grade Attendance

1. Organize support services to identify those students who are truant and to categorize reasons for truancy.
2. Practitioner will chair follow-up sessions with support services personnel to develop strategies for combating reasons for truancy.
3. Practitioner will direct the implementation of the strategies developed to combat truancy.

B. Increase Parental Involvement

Parental involvement in terms of this practicum refers to:

1. Bringing the parents into the school.
2. Going into the homes of parents, especially those parents who find it inconvenient to visit the school.
3. Involving parents in the instructional program, both at home and in the school.

C. Decrease Class-Cutting

1. Organize the teachers, Deans, and Assistant Principals to the point where they effectively identify class-cutters.
2. Schedule sessions with identified class-cutters to ascertain the reason(s) for class-cutting.
3. Develop strategies for combating class-cutting, based on reasons given.

D. Reduce Rate of Student Failure

1. Design a tutorial program to aid students who are experiencing difficulty in classes.
2. Review programs of pupils who have failures to ascertain if changes are necessary and/or feasible.

E. Increase Seventh Grade Participation in Extra-curricular Activities

1. Publicize all extra-curricular activities, clubs, etc. available to seventh graders.
2. Encourage counselors to promote participation in extra-curricular activities.
3. Involve students in assemblies, making daily P.A. announcements.

F. Reduce Number of Discipline Referrals Resulting from Vandalism

1. Identify vandals.
2. Initiate a specific educational program for identified vandals.
    a. small group sessions to discuss rationale for vandalism and alternatives to the destruction of property

    b. films to illustrate the negativism of vandals

    c. geographical visits and field trips (along the 8th Street, N.E. and 14th Street, N.W. corridors to show the fruitlessness of vandalizing.

BACKGROUND

Most of the students at Hart are Black. Some are in trouble with the law and are seemingly destined for a life of crime, poverty, and mental and physical illness, aimed only for survival--no matter what; they are twisted, hurt, resentful, and hard to reach through the usual channels of psychotherapy, care, attention, and interest. "They are products of the slums." They have rolled drunks and interchanged with pimps, prostitutes, and addicts in their hallways or on their crowded, smelly stoops. Many of these children live in dire poverty. They have seen alcoholism, homosexuality, addiction, promiscuity, prostitution, and mental illness. Much is in their own families. Pathology and poverty have seeped into their lives with such a pervasive, dark insistence that many of them know of no other existence or reality. This is reality. You fend for yourself. If there's no food at home, you steal--from your neighbor, cousin, or local shopkeeper. If you are lucky enough to steal money, that is even better. You do not have to be at home at any hour. Meal times are vague. And home may be some space in a bed with other kids.

These are the children who have challenged urban administrators. Their families are impoverished, disadvantaged, unstable, "hard-core" families. Such children and their families can be found in the big cities throughout our nation. Such families have in common a difficult struggle for survival in our society. They are often "multi-agency" families. In varying degrees they are known to the police courts, welfare facilities, shelter agencies, clinics, hospitals, social agencies, visiting nurse associations, truant officers, parole officers, and other private, city, and state institutions. And yet, they are anonymous. For although they are in constant contact with the institutional representatives of society, they remain shadows; they feel left out of the main stream, as indeed they are (Minuchin, 1967).

The relationship between social class and the tendency to drop out has been reported by other investigations (Neisser, 1963). Hathway and Monohisi (1967) reported that among families of day laborers, 38 percent of the boys and 32 percent of the girls dropped out before completing high school. In contrast, the drop-out rate for children from professional families is 5 percent (MAXI I).

Hart Junior High School is located in southeast Washington, D.C., in an area commonly called Anacostia, separated from the main land of the city by the Anacostia River. This is the largest area in population of the nine areas in the city, comprising 16 percent of the city's total. The area contains thousands of small multi-unit structures and relatively few single-family dwellings. It has the fewest housing structures in the city and a significant concentration of public housing. Almost 84 percent of the housing units in the area are rented. The median land assessment for almost every land-use category is among the lowest in the city. About 86 percent of the population in the area is non-white; 55 percent are under 25 years of age; 41 percent under 19 years; 5 percent of the total population is 65 years and over; 31 percent of all families are headed by women with children under 18 years of age. About 18,400 persons (16 percent) of the total population were classified as being in poverty. This does not present a true picture because one census tract serviced by Hart has a poverty rate of 29 percent, and another tract has a poverty rate of 37 percent. Only 55 percent of the families have incomes from earnings--the area has the largest number of families receiving public assistance.

Many of the children at Hart Junior High School reside in broken homes with seemingly little parental guidance. Some difficulty was experienced in motivating parents, perhaps because Hart had had only limited degrees of parental involvement in the past. The practitioner attributed the poor attendance patterns at Hart to the low socio-economic level of the community. Many of the parents in this community are on Public Assistance. There seemed to have been a general feeling of apathy on the part of this particular group of parents.

Apathy, lack of interest, and non-involvement are types of defense mechanisms that may be becoming so popular that they require special emphasis. The basis of these defenses is the continuous frustration, conflict, and failure an employee experiences.

One way to defend one's self is to reduce the psychological importance of the situation. One may say (unconsciously) in effect, "To hell with it; I am not going to permit myself to become involved. Why should I pressure myself to leave and to stay? Why should all this mean so much to me? I'll do just enough to get by. I'll block up my need for self-actualization until I get out of work. Then I will live!" (Argyis, 1957, p. 90.)

There is ample evidence to show that adaptation by becoming apathetic is increasing on the individual level and spreading to the group level. Focusing on the individual level, a number of studies corroborate the prediction. Tahlstrom, as a result of an intensive study of a large organization, reports the existence of worker apathy (p. 91). Fromm suggests:

> There are good reasons for the widespread belief in man's innate laziness. The main reason lies in the fact that alienated work is boring and unsatisfactory; that a great deal of tension and hostility is engendered, which leads to an aversion against the work one is doing and everything connected with it. (Argyis, p. 99.)

> As Haryou gathered data on the schools, it became increasingly clear that the attitude of the teachers toward their students was emerging as a most important factor in attempting to understand the massive retardation of these children. It was necessary to find out what they rea-ly felt, and so the schools were asked to recommend teachers to discuss the problems of teachers in slum schools. Interviews were held; group discussions were conducted; questionnaires were distributed. They tended to make clear what a crucial role the teachers really played in the success or failure of their students. The problems of identifying with children of different backgrounds--especially for persons from the white middle class--the problems of rejection of children deemed unappealing or alien, and the problems of achieving empathy are multiple. Courses in educational philosophy and psychology, as presently taught, do not prepare these teachers for the challenge of their job. (Clark, 1967, p. 133.)

> One important consequence of apathy is to decrease the possible conflict and failure that an employee (student, teacher, or parent) might feel if he deviates from the codes and policies defined by management. As long as these codes have little potency for the employee, he will tend not to feel hesitant or guilty about breaking them. Recent research by Rosmussen and Zarder and Stotland, Thorley, and Zarder illustrate this result. They find that feelings of failure for deviating from group norms are decreased if strength of attraction to group is low and if the particular issue is not important to the group members. (Clark, p. 98.)

"The pattern of teaching in Harlem is one of short tenure and inexperience. Many white teachers are afraid to work in Harlem; some Negroes consider a post outside Harlem to be a sign of status." (Many persons in D.C. feel the same about Anacostia) "Discipline problems pervade a number of the schools, as students show contempt for teachers and principals they do not respect, and, in turn, the emphasis on 'good discipline' displaces an emphasis on learning, both in evaluating a teacher's record and in a teacher's estimate of his own effectiveness. Apathy seems pervasive." (Clark, 1967.) In many cases the so-called middle class blacks cannot and will not cope with today's junior high inner city child.

In an effort to combat some of the negative habits and attitudes exhibited by the students at Hart Junior High School, the practitioner formed a Support Team composed of the following: (see Appendix for Assessment Reports.)

- Roving Leader
- Community Aide
- Dean of Boys
- Dean of Girls
- Attendance Aide
- Assistant Principal
- Counselor
- School Psychologist

Prior to the initiation of the practicum, the practitioner met with the above team and outlined general objectives regarding the incoming seventh graders. Fortunately, the problem of apathy was commonly agreed upon and each team member pledged his/her support to the project.

Support Team Members and Their Respective Roles

Roving Leader --The Roving Leader is a member of a special community project (which is city-wide) under the auspices of the Mayor of the District of Columbia. His primary function is to serve as liaison between the school and community. He is called a "friend" of the children. The Roving Leader was free to deal with any of the seventh graders in the practicum effort. He made some 135 different contacts with students who seemed to have been in need of special attention. He then made follow-up reports to the Support Team regarding these special cases. In the report, generally, the Roving Leader tried to give background information as to why these children were not performing or functioning in a fashion that would be acceptable to the team. This information usually collaborated that which was given by the Counselor or the Attendance Aide.

Community Aides--The Community Aides served as liaison between staff, students, and administration. The Aides live in the neighborhood, serve as liaison between the school and community, and double as security personnel.

Dean of Boys--A non-classroom assigned person who was responsible for in-class attendance, health and welfare of each student, primarily male, and to discipline where necessary; served as liaison between students and staff.

Dean of Girls--Same as above except dealt primarily with girls.

Attendance Aide--An Attendance Aide was housed in Hart Junior High School. The aide worked primarily with the Attendance Officer. The efforts of the Aides were directed toward calling parents and giving other clerical assistance regarding the school and class attendance of the seventh graders. The Aides reviewed a consolidated list of absentees and tardy students each day. (This list was also circulated to teachers and other staff members.) The Attendance Aides used this list daily to contact parents about the absence of their children.

Assistant Principal--Responsible for all seventh grade matters short of making policy; primarily responsible for classroom instruction, discipline, and supervision of all teachers who teach seventh graders.

Counselor--Counseling was perceived by the practitioner as being essential in this practicum effort. The seventh grade Counselor worked with all seventh grade students. The Counselor either provided counseling, made referrals, or both. If additional services were needed beyond that of counseling, the Counselor initiated the referral process; treatment was provided, and appropriate recommendations were made by the support personnel.

School Psychologist--A Psychologist was available to Hart on a limited basis. The Psychologist provided technical assistance where needed in this practicum effort.

The Support Team translated its findings into a problem of apathy at Hart Junior High School. Apathy manifested itself at Hart in the following ways:

- high absenteeism
- high tardiness rate
- high percentage of failing
- high rate of class cutting
- high rate of discipline referrals, re: vandalism
- lack of participation in extra-curricular activities

Apathy manifested itself with parents in the following ways:

- lack of parental involvement in the educational process at the school
- lack of support at extra-curricular activities after school
- lack of attendance at P.S.T.A. meetings, local Board meetings, parent-teacher conferences

Advisory Group

In addition to the Support Team, the practitioner formulated an Advisory Committee dealing with "apathy." This committee was created to do a needs assessment on Hart Junior High School and consisted of the practitioner, P.S.T.A. representative, local School Board representative, faculty representative, student council president, school psychologist, school nurse, and administrator in charge of seventh graders. (The local Board representative later became the volunteer coordinator.) The assessment of the seventh grade school program revealed that:

1. The school prohibited the child from developing a positive attitude toward self and the school.
2. The school acted as a barrier to developing a positive attitude on the part of the parents toward the school.

The practitioner and the Support Team then developed a series of intervention strategies to deal with the problems.

The school and the community must form a partnership if adults are to be successful in educating their children. Teachers must not be fearful of having parents in their classrooms. Parents must be made to feel welcome by both teachers and children. Consequently, we developed a cadre of volunteer parents. This development took place from September through October.

In October the practitioner held several meetings with the volunteer parent force. We, the Support Team, discussed our needs as we perceived them, and the parents discussed our needs as they perceived them. We then compiled a list of needs and prioritized them.

1. assist the teachers in the classroom
2. assist the teacher at home--tutorial program
3. assist with attendance and tardiness programs--contact parents
4. monitor the halls and lavatories
5. monitor the cafeteria during lunch periods

The parents were organized and given assignments. Their names were added to the sign-in sheets and they were issued badges for identification purposes. They were given specific assignments with a specific time to report and instructions as to what they were to do. The teacher must have definite plans for using them (parents) efficiently (Instructor, August-September 1972, p. 54).

Because of the number of failures in the previous seventh grade classes, the practitioner organized a group of parents and teachers to carry on a tutorial program on Tuesdays and Thursdays from 3:15 to 4:30, with a specific purpose of using the affective approach with the identified students. The nature of this tutorial program dictated the need of training. An in-service program on the topic, Behavioral Approach to Students, was organized for my staff and parents. The rationale and procedures which might be followed to accomplish an effective remedial program were discussed.

The program began with a screening process based on observation, by teachers, of those children who seemingly needed tutoring in English and/or mathematics. Tests were given and results evaluated to check original diagnoses. This program started the second week of December and operated through May. During this screening and diagnostic process, the practitioner was involved in individual discussions with parents who had expressed an interest in the program.

Parent support was perceived to be a very crucial phase in the success of this practicum effort. The design was intended to solicit as many parents of target group students as possible who would come into the school and become involved in the education process, and to encourage as many personnel as possible to make home visits, to talk with parents of target students, and respect each human being.

The intent of the total parental involvement process was to establish useful relationships between parents, teachers, and other staff personnel as they relate to students. The practitioner recognized the difficulty in getting a significant number of parents into the school, so an all-out effort was made to carry the school to them. All of this, hopefully, would lend itself to the reduction of apathy on the part of the target population.

Rationale:

- Many parents in the inner city are unaware of the absence of their children from school and from class and/or that they are receiving failing grades.
- Many parents have been "turned-off" from schools because of poor relationships with school personnel. (The reverse of this may have some factual basis also.)
- There is a lack of effective communication between school and home.
- Parental involvement in the education process is related to the attitude of the community toward the school (school image).

Through previous practicum experiences the practitioner recognized that the school and community are partners in the education process. Therefore, parents, community residents, and schools, through a cooperative effort, can create better and more successful experiences for all children; in this case, black children.

Parental involvement was concentrated in several major areas: parent-teacher relationships at the school, and parental assistance with school-related matters at home. Better parent-teacher relationship was intended to affect a more positive attitude of children toward Hart Junior High School. Assistance with home assignments, as an example, was intended to help raise the academic level of target students.

A considerable amount of parental involvement took place outside Hart. The contact was made at a small group session, primarily by the practitioner, in the homes. Once parents were told that their children were indeed given homework on the average of four days out of five, and once parents had been given some suggestions as to how to assist their children with school-related situations, many did not hesitate to get involved.

A visitation program was held where parents of seventh graders (and other students) visited the school during a regular school day. This was an "open-house" type of program where parents could see the school in operation on a typical school day. We found this process familiarized the parents with procedures and policies of the school program and also served as a source of future volunteers.

The twenty-two seventh grade homerooms were involved in a contest to see which section would be able to get the most parents to visit the school for a day during a given time span. The contest ran for eight weeks. Communiques to the parents explained the program and asked parents to indicate if they were planning to visit. Visitors were encouraged to spend the entire day with their hosts, following their daily schedule. This would enable them to experience many phases of the school program. This was a most successful program.

TARGET POPULATION

The target population for the practicum consisted of a total of 681 seventh grade students. The section of seventh graders was made for several reasons:

- This group was primarily new to the school.
- The practitioner could compare, by observation, the previous group with the present.
- Facility for any follow-up study of long-term effects, should that be desirable or necessary.

The practitioner and Support Team randomly selected a "sample group" composed of 227 students (one-third of each seventh grade section). This group of students was given the knowledge and attitudinal surveys before and after intervention. A "sample group" was used for the simple reason that it was much easier to analyze and evaluate the date than from 681 students. We hoped that this group would be representative of the entire class.

Following the observation period, the Support Team identified some students as "primary targets." These students exhibited some of the negative behaviors associated with apathy as indicated by their records. These students received direct intervention while the remaining students were exposed indirectly. All students were involved in some of the intervention strategies of the practicum effort. Composition of the target population of seventh graders is as follows:

	Age		
	12 - 13	14 - 15	16
Male	236	105	8
Female	244	88	0
Total	480	163	8

Observation of Potential Target Group

On September 2, 1974, the practitioner called a meeting of the Support Team for the purpose of discussing a possible attack on the problem of apathy and its manifestations at Hart Junior High School. It was decided by the Team that we would observe this class of seventh graders very carefully from September 4 to October 31. Records of previous classes formed a basis for determining which areas required special observation and emphasis. These areas were attendance, tardiness, failing grades, lack of participation in extra-curricular activities, referrals to principals, and class-cutting.

At a follow-up meeting on October 1, 1974, evidence was presented to show that this class was following a pattern similar to that of previous seventh grade classes. Observations presented by members of the Support team were:

- Absenteeism among seventh graders was high.
- Tardiness rate was high.

- A large number of F's were being received by seventh graders (this was determined by a survey of seventh grade teachers).
- Class-cutting was high.
- Referrals regarding vandalism by seventh graders were being received regularly by administrators.
- Participation in extra-curricular activities was minimal

(See Data in Evaluation Section)

Pre-Intervention Surveying and Testing

1. The attitudinal survey was administered to the Sample Group before the Thanksgiving Holiday and the knowledge test was administered before the Christmas Holiday. The practitioner felt that the students had had time to become indoctrinated with the general feeling of the Hart community during the period from September to December.

2. During the week of November 18, 1974 to November 22, 1974, the members of the sample group were administered the attitudinal survey; they were tested by sections.

3. During the week of December 9, 1974 to December 13, 1974, the group was administered the knowledge test.

4. Parents (100) of these students and 25 other community residents, all selected randomly, were invited to the school for an evening rap session at which time both the attitudinal survey and the knowledge test were administered. This took place on December 10, 1974.

Group Meeting (December 10, 1974)

The purpose of this meeting was to introduce the concept of togetherness and reject the notion of apathy--after it had been clearly defined. The meeting focused on the nature of apathy in children, how it manifests itself in them, and what we as adults could possibly do to alleviate some of their problems. We discussed home conditions which might have some negative effects on the learning process.

There were 73 parents and 19 other community residents present at this meeting. (The other 33 adults were tested between December 11 and December 20, 1974.)

INTERVENTION STRATEGIES

The problem was to reduce the apathy shown by the seventh grade students and parents of seventh grade students at Hart Junior High School. This problem directly reduced the effectiveness of the school as an institution of academic learning.

The impact of apathy on the school program was that it prevented the children from developing to their maximum and reduced the level of expectancy on the parts of teachers, parents, and administrators. This presented a major problem considering that one of the major goals of Hart Junior High School is to develop each child to his maximum potential in order that he may function in our society.

Most urban school administrators should realize the importance of having a staff that is aware of the importance of maintaining a positive relationship with students, parents, community, and among themselves. In view of this, I started to emphasize to my staff the importance of a positive relationship at the very beginning of this school year. A point to substantiate this view is made by John I. Goodlad in his main address to the 1975 A.S.C.D. Annual Conference. He states that, "Under certain conditions, schools can make a difference--a constructive, positive difference in the lives of those associated with them and, in turn, to the society of which the schools are a part." (A.S.C.D. New Exchange, Vol. 17, No. 2, May 1975.)

I emphasized to every member of the staff, e.g. food services, custodial, engineers, support services, etc., the importance of mutual respect for one human being to another. At each faculty meeting or gathering of any persons concerned, the seed of mutual respect, positive outlook and approach was planted. This included any student gathering. If it were not done personally by the practitioner, the assistant principals did so.

Through the morning and evening announcements the above was reinforced. In the morning, student leaders made all of the announcements to students and staff. In the afternoon, the announcements were made by a member of the administrative team. The concept of togetherness was reinforced through a daily bulletin.

Intervention Phase

I. The Media

A. Community resident, "Hack," spoke highly of Hart on a local "soul" station whenever a spot was available to him, usually two to three times per week. This was through the courtesy of Cortez Thompson, Program Director, WOL.

B. Practitioner did appear May 8 on a locally televised Town Meeting show. Although this was after the intervention phase, the mere appearance was a plus for the students because it gave them a different image of their principal; principals are not regularly viewed on TV. The topic was "Students Rights and Responsibilities." The students appeared to be proud to identify with the image projected by the practitioner.

C. The practitioner encouraged the development of our local school paper and its developing a positive image of our school. The newspaper was developed and printed regularly. It presented a positive image of the school and was an award-winning paper at the Columbia Scholastic Press Association meeting in New York City, New York. (See Appendix.)

D. Ms. Anne Chase, a reporter for the D.C. Gazette, did a feature article on Hart with a positive strain. (See Appendix.)

II. Seminars, Small Group Conferences, and Workshops

Seminars involving parents, community leaders, and school personnel were held in the school and in the homes of parents and community leaders. During the first two weeks of January, ten individual parent conferences were held in both the school and homes. The practitioner attempted to create a positive relationship, where possible, with those parents who exhibited strong anti-school feelings. This was attempted through improving their knowledge of the overall system.

The small group sessions were designed to provide interaction between school personnel and parents in an informal setting. During the sessions, concerns of parents and school personnel were discussed in an effort to arrive at some workable solution. These problems included: lack of communication between school and home, lack of supplies, discipline (or lack of) in the school, suspensions, drug use, fighting among students, extortion, lack of textbooks, poor teacher attendance, inefficient and ineffective teachers, apparent lack of teacher ethics.

Written invitations were sent to parents of seventh graders, by sections; four sections per session. Attendance at these sessions was good from the beginning and increased as the practicum progressed, averaging thirty-five per session.

Although we were unable to arrive at definite, concrete solutions to all problems and concerns, the sessions made all of us--parents and school personnel--aware that we have the same kinds of concerns and we will have to work together to solve them. The kind of hostility that is often exhibited in meetings between parents and school personnel began to be much less apparent in these sessions. The atmosphere was one of concern, constructiveness, and willingness to help. From these sessions, more volunteers were obtained to come into the school and assist in the operation of the school, and to aid in the tutorial program.

Small group conferences in the homes.--Prior to the parent-teacher conferences on December 10, 1974, a meeting was held with parents of seventh grade pupils. At this meeting the concerns of the Support Team and the volunteer parent group were discussed and an overview of the strategies to alleviate these problems was presented. Volunteers were asked for to work with this program on a "block" basis and to host meetings of parents and Support Team members in homes.

From December through March, the practitioner held some twenty informal sessions in the homes of different volunteer parents. At least fifty-one percent of the target group parents were exposed to at least one of these sessions. The purposes of these meetings were to develop: (1) a continued assessment of needs, (2) a wider consensus, and (3) a greater achievement of goals. A general format was followed at these meetings.

In the twenty different homes visited by the practitioner, the volunteer parents had invited their neighbors who were parents of seventh graders and lived in the same block to the meetings and a small repast was served most of the time. The practitioner provided general guidelines for the informal sessions with the assistance of the host parents. These meetings lasted about two hours, with informality being greatly emphasized. The time schedule usually ran as follows:

7:00 - 7:30	informal chatter
7:30 - 8:00	parent program
8:00 - 8:30	school program
8:30 - 9:00	questions and answers; informal wrap-up

These sessions proved to be quite fruitful for both the home and school. This was an opportunity for the parents to deal directly with the administrator in charge in a very informal setting and gain first-hand insight into what was really going on in that "schoolhouse." Concerns of parents were listed and narrowed down (by vote) so that meaningful dialogue could occur. These concerns were discussed openly and candidly by both parents and practitioner. Parents were made aware of the efforts in the school to alleviate some problems and combat others.

Although some parents were unable to give a commitment to serve as volunteers at the building, they did agree to work with the school in solving the problems and to assist, where possible, with the instructional program at home. Other parents did agree to serve as volunteers in the building and in the tutorial program after school.

Groundwork for these sessions was laid by the community aides, deans, and roving leader who worked untiringly in this practicum effort. A summary of these group conferences follows.

Host Names	Date	Parents in Attendance	Major Concern of Parents as seen by Practitioner
Mr. & Mrs. Cabell	12/17/74	21	Fighting/extortion
Mr. & Mrs. Smith	1/7/75	18	Fighting/extortion
Mr. & Mrs. Dyson	1/9/75	22	Drugs
Mr. & Mrs. Brown	1/14/75	19	Teachers not teaching
Mrs. Jamison	1/16/75	20	Poor teacher attendance
Miss Clark	1/21/75	11	Suspensions
Miss Lee	1/23/75	19	Lack of communication
Miss Hagen	1/28/75	20	People (teachers) putting parents down
Mrs. Johnson	1/30/75	21	Lack of communication
Mrs. Brownlee	2/4/75	15	Lack of supplies
Mr. Jefferson	2/6/75	17	Lack of communication
Mr. & Mrs. Garr	2/18/75	16	Lack of books
Mr. & Mrs. Jones	2/20/75	14	Fighting
Mr. Carruthers	2/25/75	18	Drugs
Mrs. Murray	2/27/75	18	Suspensions
Mr. Jackson	3/4/75	19	Lack of discipline
Mrs. A. Smith	3/6/75	10	Lack of discipline
Mrs. Latney	3/11/75	18	Poor teacher attendance
Mrs. McKissick	3/13/75	17	Lack of communication
Mrs. Hawkins	3/20/75	20	Lack of communication

From the dialogue and interactions at the sessions, the practitioner was made aware of the fact that the lack of involvement by parents, a lot of misunderstandings between parents and schools, and the hostility shown by some parents toward school personnel might easily be caused by the lack of communication between parents and schools.

Businessmen's associations.--Members of the Support Team and the practitioner contacted local businessmen personally and asked them to support Hart in this practicum effort in any way possible. Some suggestions of ways in which they could help were:

- discourage loitering by school-age children during the school day
- show an active interest in the community as a whole by becoming involved in community and school improvement
- notify the school or a member of the Support Team of observed cases of truancy
- support (and visit) the school in its cultural activities
- support the school in its academic program (visit classes--upon invitation--to talk with students regarding careers, business management, etc.)

Most of the businessmen were sympathetic with our problems and receptive to our suggestions of involvement. Many allowed us to place large posters in their establishments announcing school functions.

Civic groups.--The Hart local School Board is an elected Board consisting of seven parents--elected by the community--three teachers--elected by the staff--and three students--elected by the student body--which serves as an advisory board. I met with the Board on the first and third Wednesdays of each month.

This practitioner charged the Board with the task of developing a parent volunteer program to work out strategies for eradicating anti-school feelings on the parts of students, teachers, parents, and community. A cadre of parents was developed and proceeded to serve this practitioner as a liaison group between the school and the community. The Board representative of the Advisory Committee became the coordinator of this project. A Volunteer Coordinating Committee, composed of a faculty representative, P.S.T.A. representative, the teacher's union representative, and the coordinator (Board representative) worked with these parents on a regular basis.

The Board was also charged with the task of developing strategies for reinforcing positive feelings between all concerned with Hart Junior High School.

Considering that the school is a reflection of the community, the practitioner met with the Anacostia Civic Association on December 5, 1974 to discuss the problems as we, the Support Team, perceived them and to appeal for help from community resources to create and maintain a school which rises above less acceptable community conditions and exhibits generally a better way of life to all of its young impressionable citizens. The Association pledged its support in our efforts. Some of these members joined in our volunteer program and participated in the pre-post intervention surveys.

Church leaders.--The practitioner communicated with as many of the known churches as possible through the mail. A letter was sent to each church clerk asking that announcements of various school functions be made on Sundays to their congregations. The practitioner asked that, where possible, positive ideas be reinforced by the minister before the congregation. In some instances, announcements sent by the school were printed in the church bulletin. (See Appendix for examples.)

Local recreation staff.--During the intervention phase of the practicum the practitioner and the recreation director arranged to have several evening dances. The apparent uniqueness of this unity did not reveal itself to the practitioner until after the first dance was held. It became very apparent to the practitioner and other Support Team members that our students did not expect to see us in the neighborhood after dark (at anything other than strictly "school" affairs) and without a tie, etc. They seemed to begin to get the feeling that we really were "human" and that we did care. This reaction was received from many of the so-called "outsiders" (non-students at Hart who hang around the school; inside, if possible). From this initial dance throughout the program, there was a different kind of feeling communicated between Support Team members and the "outsiders" and between the Support Team members and the many students who were present at the dances--or who were contaminated by those present.

III. Student Interventions

A. Class-Cutters

The practitioner scheduled a meeting with identified class-cutters on December 3, 1974. Approximately 200 students had been invited to attend; 100 were present. Generally, the practitioner tried to create some rapport between himself and the students while handling the meeting in a very informal manner; there were no other adults at the meeting.

Eventually, reasons for class-cutting began to evolve:

- teachers are not teaching
- dislike for teachers
- dislike for subject
- inability to comprehend assignments
- inability to keep-up with class

Following the meeting the Support Team and the practitioner developed strategies to alleviate some of the problems.

1. Clarification of teacher's role--teachers should be teachers of students and not just teachers of subjects.

2. Make program changes where deemed necessary (some classes were changed to lessen the gap in abilities among students in the same class; some programs were changed when a distinct personality clash developed between student and teacher; programs were changed to allow students to take a subject in which he had a special interest).

3. Increase teacher accountability by having teachers take roll each class period and turn in names of absentee to the appropriate dean.

4. Make teachers aware of the importance of telephone contact with the home.

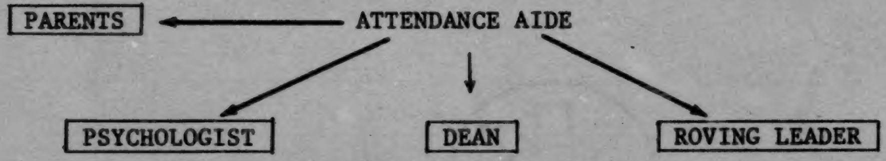
5. Make students aware of the premium being placed, once again, on class attendance.

(See Appendix for an outline of problems presented at the retreat for the Hart Staff. Note: Class-cutting one of many problems that previously plagued the school.)

B. Truants

Based on a pattern of absenteeism among a large segment of the school's population, the attendance aide, at the suggestion of the practitioner, screened the seventh graders to determine those who were frequently absent without authorization and established contact with the parents of each child. Each of these students, once identified, was diagnosed as to the general reasons for his/her truancy by the Truancy Diagnostic Team (a sub-group of the Support Team).

TRUANCY DIAGNOSTIC TEAM



The Truancy Diagnostic Team worked with the 175 identified students for a 45-day period, beginning the second week of December, gleaning reasons for high absenteeism and truancy and implementing strategies to reduce the problem. This diagnosis provided the Team with specific reasons for truancy.

Common Reasons for Truancy as Determined by the Diagnostic Team

Number of Students	Economical	Parental Neglect	Lack of Motivation	Academic Deficiency	Others
85			✓		
40				✓	
25	✓				
15					✓
10		✓			

A follow-up meeting was held in early February to discuss the efforts in reducing high absenteeism among the identified population, and to discuss what measures could be taken to assist in the reduction of truancy.

1. Parents should maintain closer contact with teachers, counselors, and administrators.
2. Schools should notify parents immediately when their children are absent from school (or class), in cases where the parents have not notified the school that their children would be absent. This should be done by phone, letter, telegram, or home visits.
3. Parents should visit the school on a regular basis.
4. Parents should take an active part in all school affairs.
5. Parents should be kept informed, generally, by flyers, newsletters, newspapers, and telephone.

C. Discipline Referrals re. Vandalism

With the assistance of the Deans, the Assistant Principals, and Support Team members, 45 vandals were identified in the seventh grade class. This group consisted of 15 girls and 30 boys. These students were worked with by the Dean of Girls (15 girls), the Dean of Boys (15 boys), and the seventh grade Assistant Principal (15 boys).

There were small group sessions once a month from December through March to discuss the rationales for destructiveness and some possible alternatives to these actions.

Visits to the Eighth Street, N.E. and Fourteenth Street, N.W. corridors were made in an effort to show the fruitlessness of vandalizing and destroying, and to illustrate that this is not the way of bringing about changes in a system. (These areas were destroyed by citizens during the riots of 1968, and, as of yet, have not been refurbished.)

Actions Taken to Improve Students Grades

- Efforts were made by all concerned to get our students to school and into classes.
- If personality conflicts appeared to prevail, then an effort was made to move the students to an alternate class.

- The tutorial program was designed to improve the grades earned by students (previously mentioned).
- Efforts to motivate teachers was an on-going process with the practitioner and Support Team members.
- Efforts were made to elevate the status of teachers in the community.

Increasing Participation by Students in Extra-Curricular Activities

- A total of seven mini-assemblies (at least three sections were called together at one time) were held by the practitioner or the Assistant Principal in charge of the seventh graders to inform and orientate them as to what was going on in the school and when these events would be occurring.
- Students made announcements every morning through the public address system regarding student activities.
- Intramural competition by sections was highly publicized through the above means, along with the daily bulletin ad posters placed throughout the building.

Intervention Strategies for Teachers

- Every contact made by the practitioner with the staff was an active effort to motivate and lead our staff away from the "failure syndrome."
- Two Staff Development Days were devoted by the Special Education Department to the Hart staff, dealing with Management and Control Techniques (November 15, 1974 and March 21, 1975). (See Appendix for sample program.)
- Each staff meeting had some time set aside for discussion regarding working conditions and what the administrative team could do to possibly further support the classroom teacher.

EVALUATION

The practicum area entered was largely uncharted. This report will not only convey the hard data--the quantitative facts--but also the thinking and experiences as the Support Team and practitioner worked through the practicum effort.

The apparent results of apathy by students--poor attendance, tardiness, failing grades, lack of participation in school activities, class-cutting, and vandalism--were all observed and recorded for a thirty-day period prior to the intervention phase and for an equal length of time following the intervention.

To facilitate record keeping, some of these records were kept on a section-by-section basis. There were twenty-two seventh grade sections all housed in the temporary section of the building (called demountables). Graphic representations of results were periodically posted on the bulletin board in the corridor in an effort to motivate students and stimulate section pride. A degree of competitiveness developed between sections which ultimately produced favorable results.

The sample group, 227 of the seventh graders, consisted of approximately one-third of each seventh grade section--selected randomly. This group was administered the pre-post questionnaires (knowledge of practices and procedures and attitudinal surveys). The sample group, we hoped, would be representative of the entire seventh grade class.

Based on their records during the observation period, 100 students were identified as being extremely apathetic--exhibited severe negative habits (class-cutting, truancy, vandalism, etc.). This group of students received direct treatment during the intervention period while all seventh graders were directly involved in some intervention strategies. This procedure was utilized to avoid any feeling of isolationism on the parts of the identified pupils.

The objective of the practicum was to reduce apathy of seventh graders by attacking the obvious ways in which apathy manifests itself. Any positive gains in these areas reflect a reduction in apathy. A look at post-practicum data indicates positive gains by all sections in all areas.

There was no increase in attendance by parents at local School Board meetings. This may be due to the political nature of the Board and/or the lack of definitive purposes and functions of the Board.

One area mentioned in the proposal--P.A.C.T.S.--was initiated by the superintendent but not approved by the School Board and, consequently, never "got off the ground." Although there was one area meeting before the practicum, no data for such are included.

Attendance and Tardiness

Attendance and tardiness records were kept by the Attendance Officer (A.O.) and on a grade-wide scale. In cases of absence, attendance cards must be sent by the section teacher to the office each morning at the end of homeroom period. If a card remains in the office all day and is not marked by the A.O., it means that the student was absent from school. If the student reports to school tardy, the A.O. so indicates on the card.

In the data, no indication is made of whether or not the absences were excused, but tardinesses accompanied by a written note from parents or a physician or dentist were not counted in the record kept. The daily percentage rate of absence by seventh graders prior to intervention was consistently higher than the absence rate (20 percent) for the entire school.

Prior to intervention, for a thirty-day period, there was an average daily absence among seventh graders of 178 students and an average daily tardiness of 72 students. This represented 26 percent and 10.5 percent of the seventh grade class.

Following intervention these figures had been reduced to an average of 83 students absent (12.2 percent) and 37 students tardy (5.4 percent) daily. This represents a 53.5 percent decrease in absence and a 48.5 percent decrease in tardiness. The absence, attendance, and tardiness data follow.

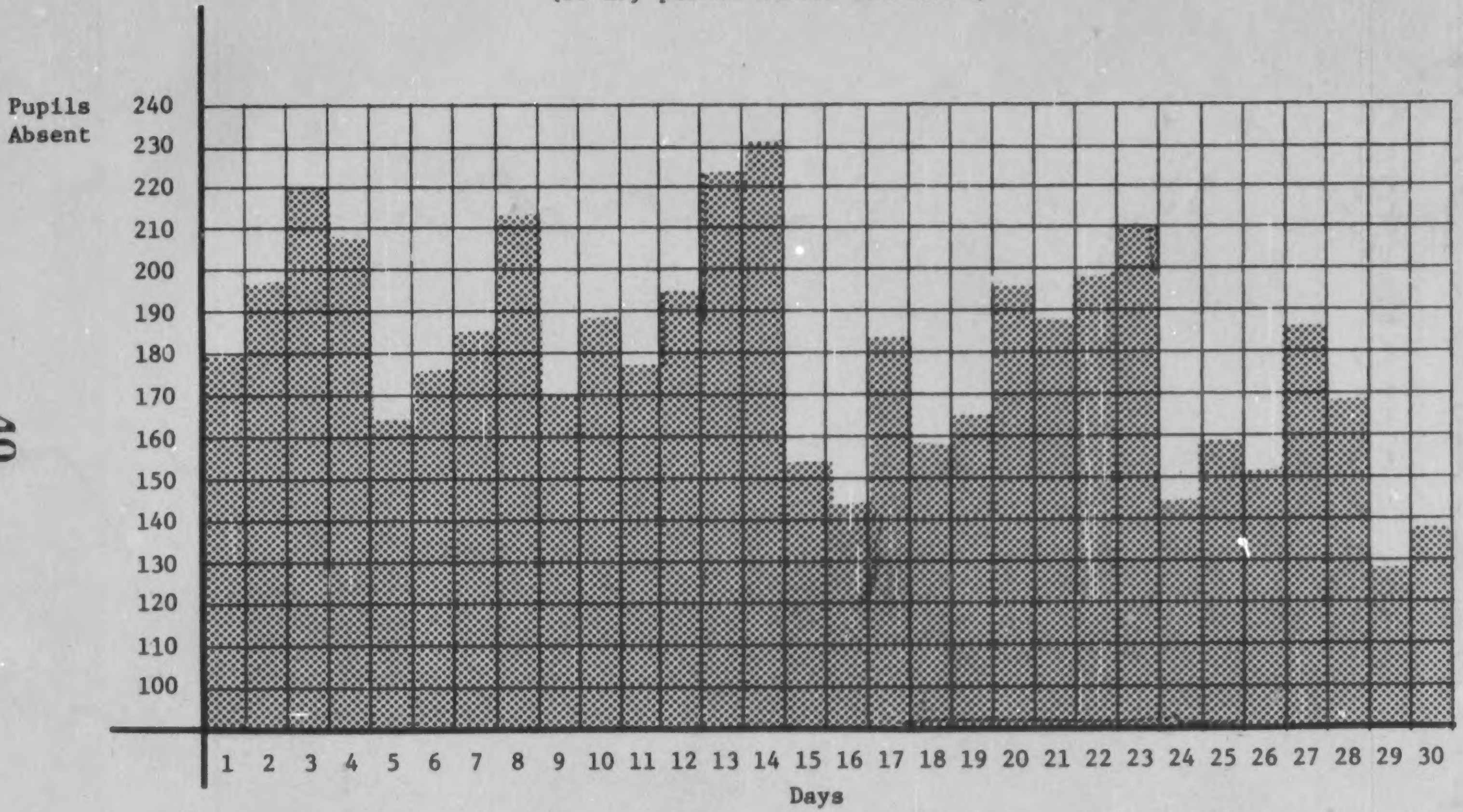
ABSENCE, ATTENDANCE AND TARDINESS DATA

	Pre-Practicum					Post-Practicum				
Days	Number Pupils Absent	Number Pupils Present	Percent Pupils Absent	Number Pupils Tardy	Percent Pupils Tardy*	Number Pupils Absent	Number Pupils Present	Percent Pupils Absent	Number Pupils Tardy	Percent Pupils Tardy
1	134	547	20	89	16	63	618	9.3	39	6.3
2	127	554	19	92	17	59	622	8.7	35	5.6
3	165	516	24	85	16	71	610	10.4	36	5.9
4	183	498	27	75	15	77	604	11.3	31	5.1
5	149	532	22	79	15	82	599	12.0	45	7.5
6	156	525	23	70	13	93	588	13.7	48	8.2
7	140	541	21	62	11	85	596	12.5	38	6.4
8	209	472	31	60	13	89	592	13.1	30	5.1
9	195	486	29	65	13	74	607	10.9	35	5.8
10	184	497	27	71	14	82	599	12.0	33	5.5
11	193	488	28	67	14	101	580	14.8	40	6.9
12	165	516	24	80	16	79	602	11.6	38	6.3
13	158	523	23	83	16	67	614	9.8	46	7.5
14	181	500	27	75	15	83	598	12.2	35	5.9
15	143	538	21	95	18	65	616	9.5	33	5.4
16	151	530	22	89	17	71	610	10.4	29	4.8
17	229	452	34	60	13	84	597	12.3	40	6.7
18	221	460	32	68	15	79	602	11.6	38	6.3
19	194	487	28	65	13	98	583	14.4	41	7.0
20	177	504	26	71	14	105	576	15.4	47	8.2
21	188	493	28	67	14	99	582	14.5	44	7.6
22	169	512	25	75	15	94	537	13.8	50	8.5
23	211	470	31	55	12	87	594	12.8	43	7.2
24	185	496	27	75	15	79	602	11.6	36	6.0
25	174	507	26	61	12	73	608	10.7	39	6.4
26	163	518	24	70	14	77	604	11.3	25	4.1
27	205	476	30	62	13	81	600	11.9	23	3.8
28	219	462	32	57	12	102	579	15.0	29	5.0
29	195	486	28	65	13	93	588	13.7	25	4.3
30	184	497	27	59	12	93	588	13.7	34	5.8

*Based on those present.

ATTENDANCE: PRE-INTERVENTION

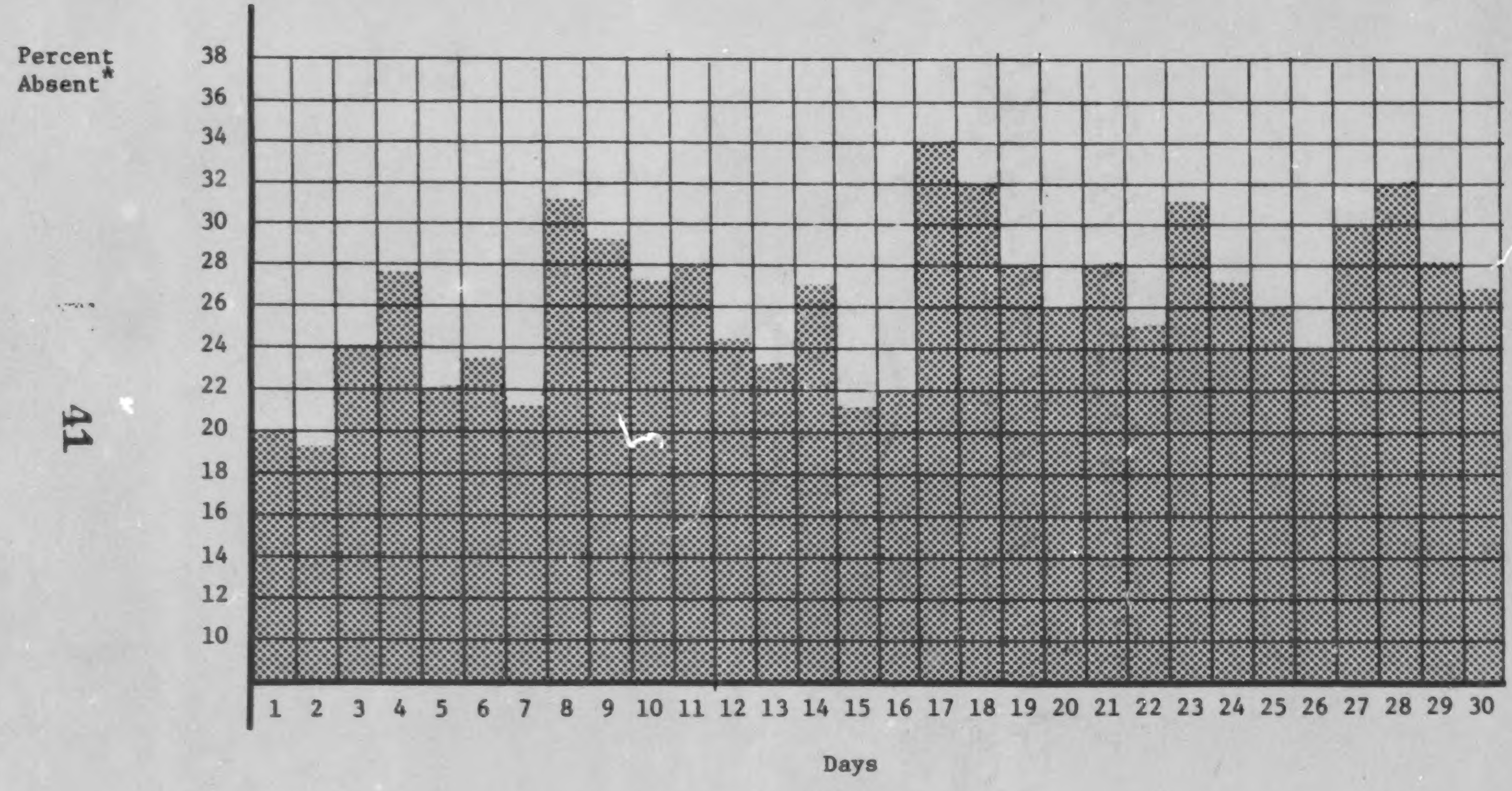
(30-day period before treatment)



Average daily absentees = 178.23 (26 percent)

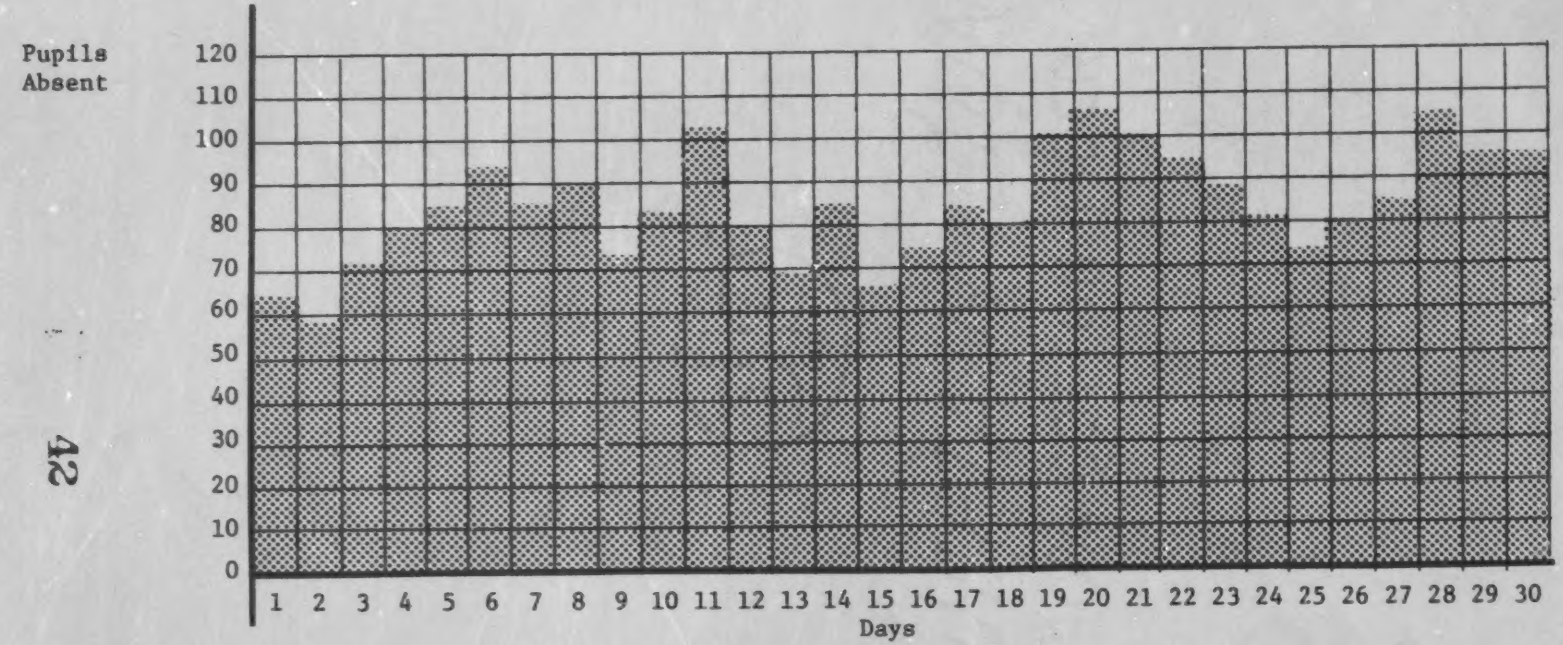
PERCENT ABSENTEEISM: PRE-PRACTICUM

(30-day period)



*Nearest whole percent.

ATTENDANCE: POST-PRACTICUM

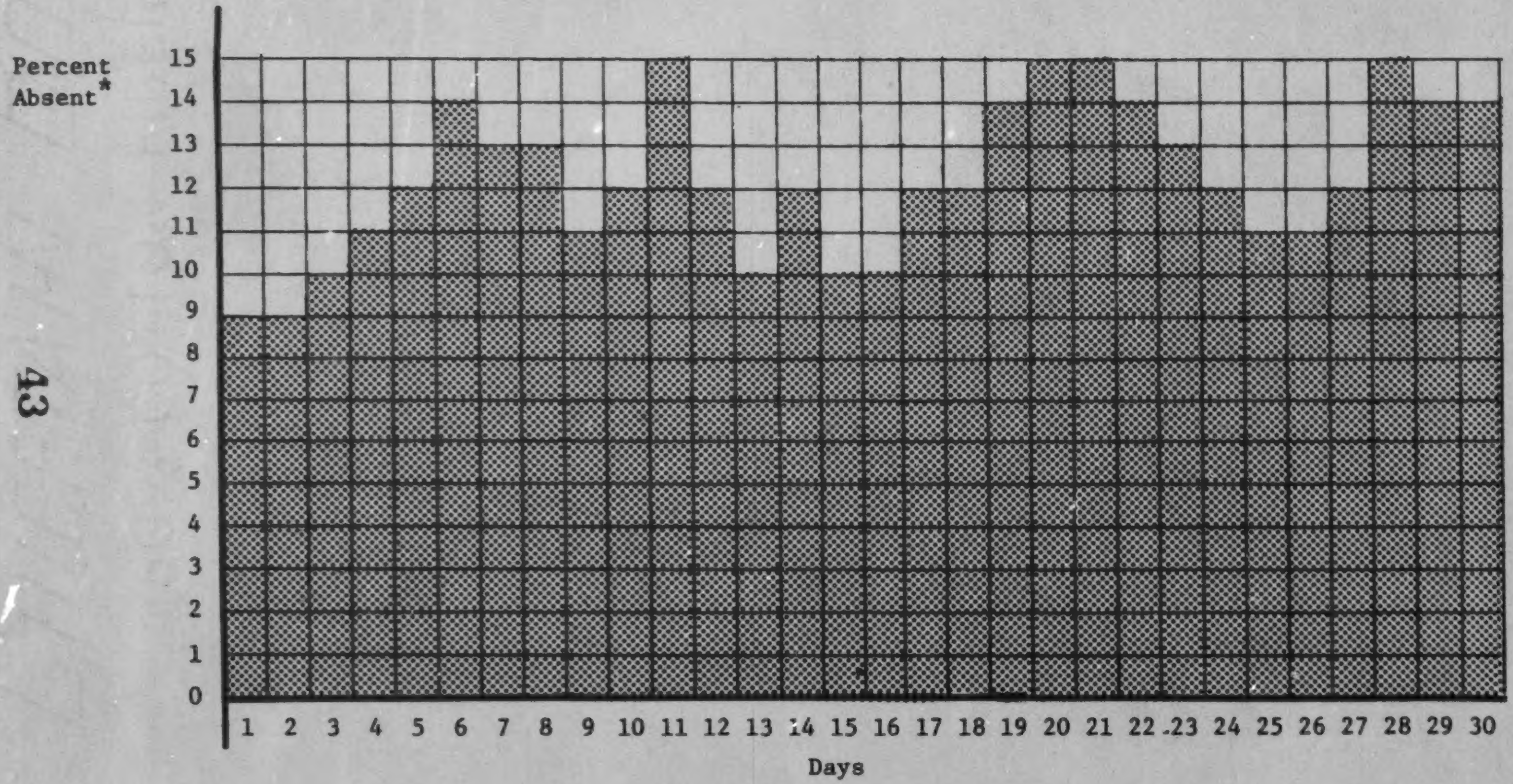


Average daily absentees = 82.8 (12.2 percent)

Decrease in absenteeism = 53.54 percent

PERCENT ABSENTEEISM: POST-PRACTICUM

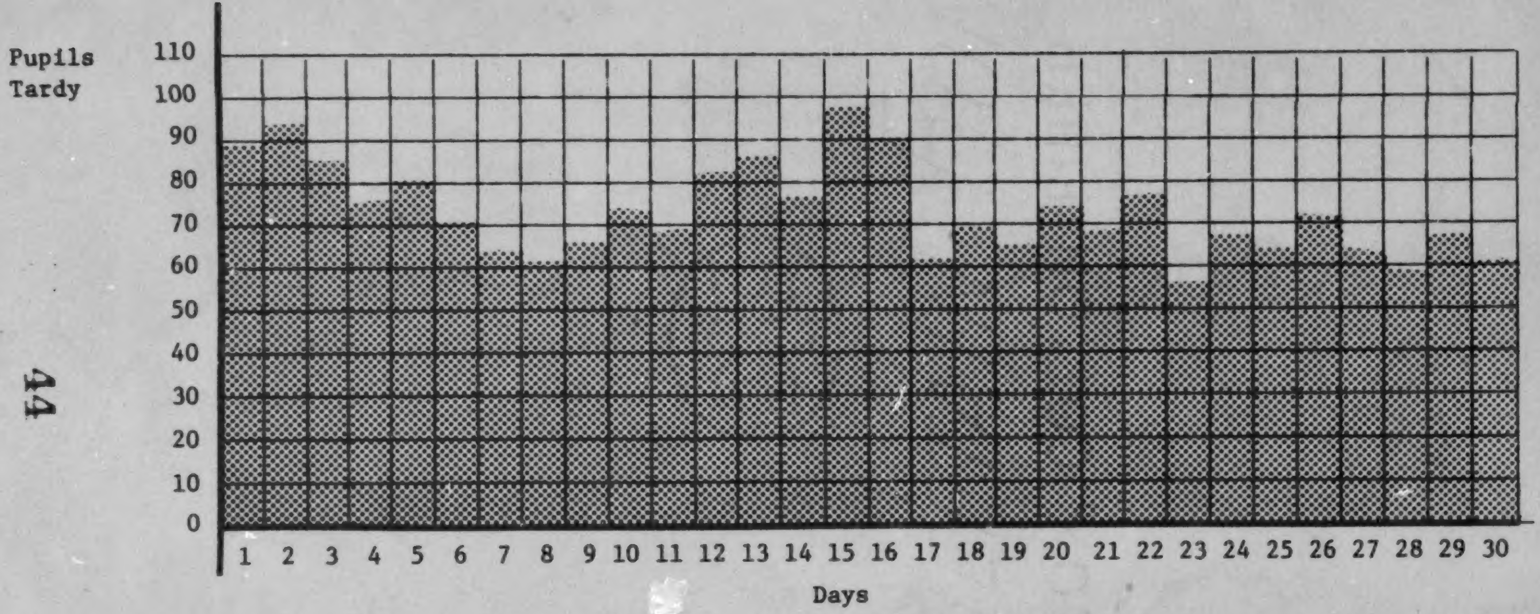
(30-day period)



*Nearest whole percent.

TARDINESS: PRE-PRACTICUM

(30-day period)

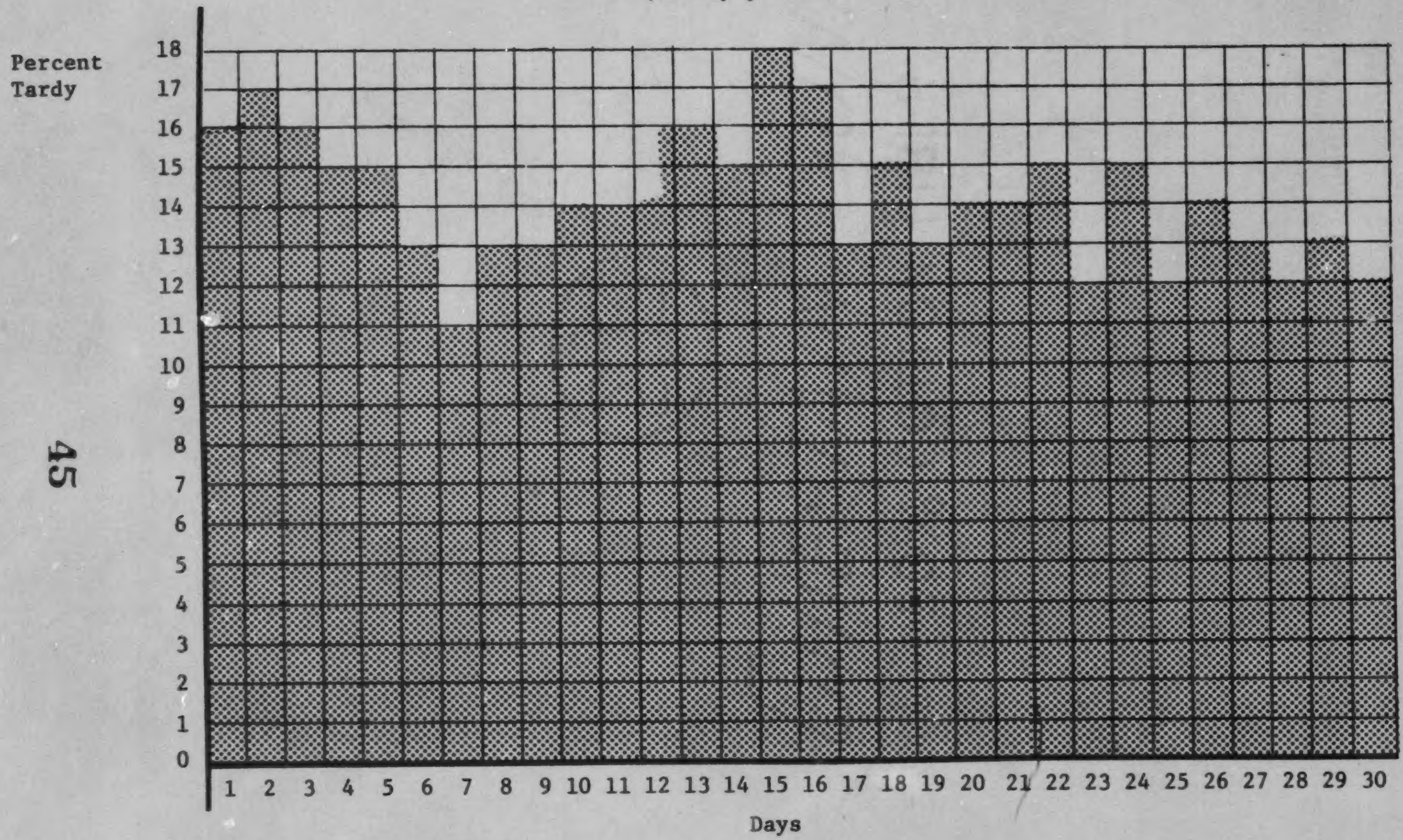


Average daily tardiness = 71.57 (10.5 percent)

Percentage based on entire seventh grade population, not just those present on indicated days.

PERCENT TARDINESS: PRE-PRACTICUM

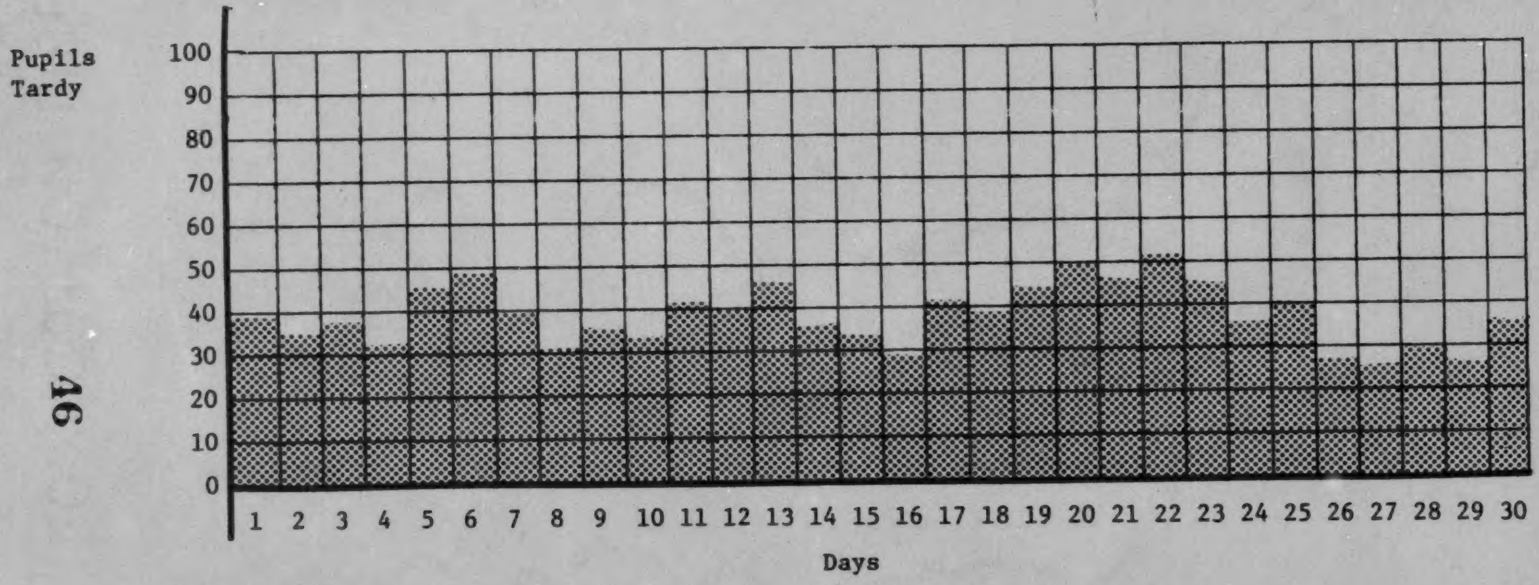
(30-day period)



Percentage based on pupils present.

TARDINESS: POST-PRACTICUM

(30-day period)

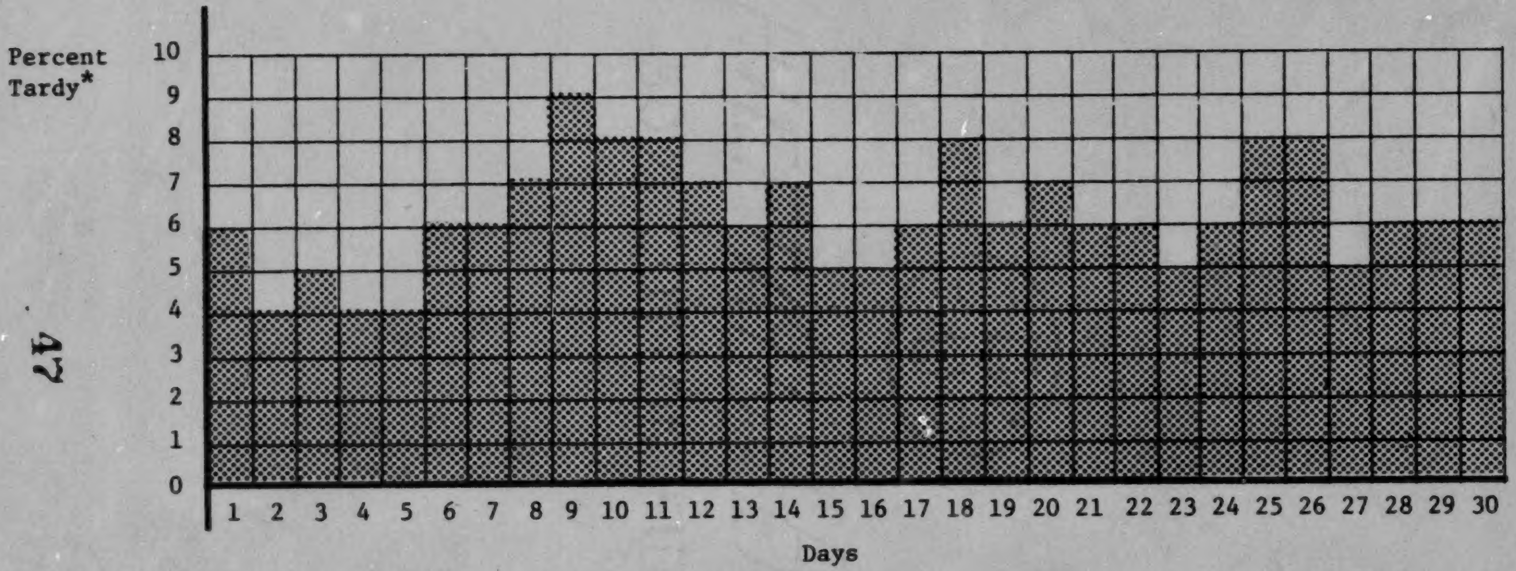


Average daily tardy = 36.83 (5.4 percent)

Decrease in tardiness = 48.5 percent.

PERCENT TARDINESS: POST-PRACTICUM

(30-day period)



*Nearest whole percent

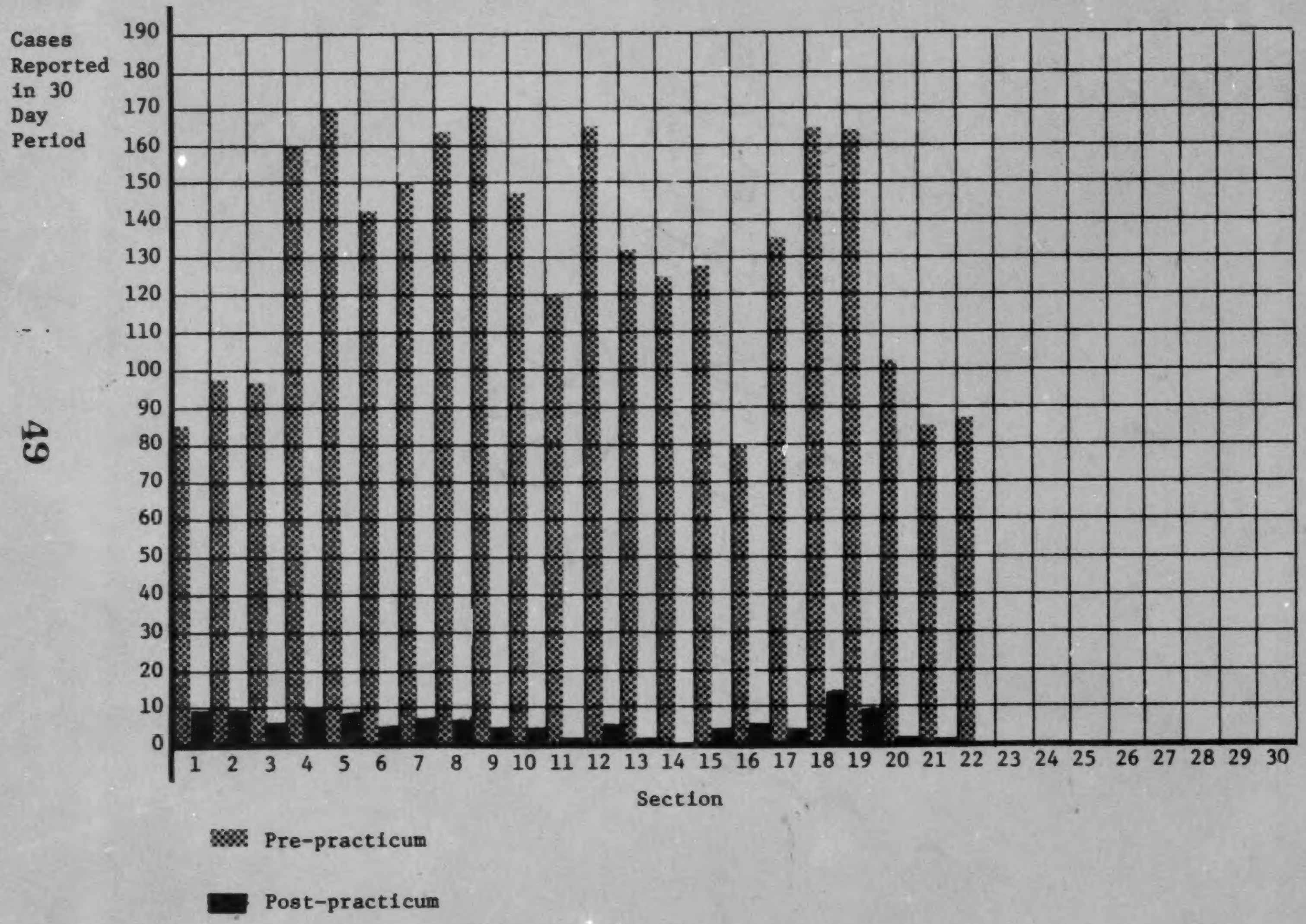
Class-Cutting

If a student is not absent from school (as indicated by the daily absence list), but does not attend a class, he is considered "cutting." If the student produces a legitimate written excuse, he is still marked absent from that class, but it is an excused absence. An unexcused absence from a class is a "cut."

In cases of class-cutting or suspected class-cutting, the teacher sends a "cut-slip" to the section teacher who verifies whether or not the child was present in school. Because of these "cut-slips" the section teacher could keep records of cuts among the section members. Consequently, data are given by sections.

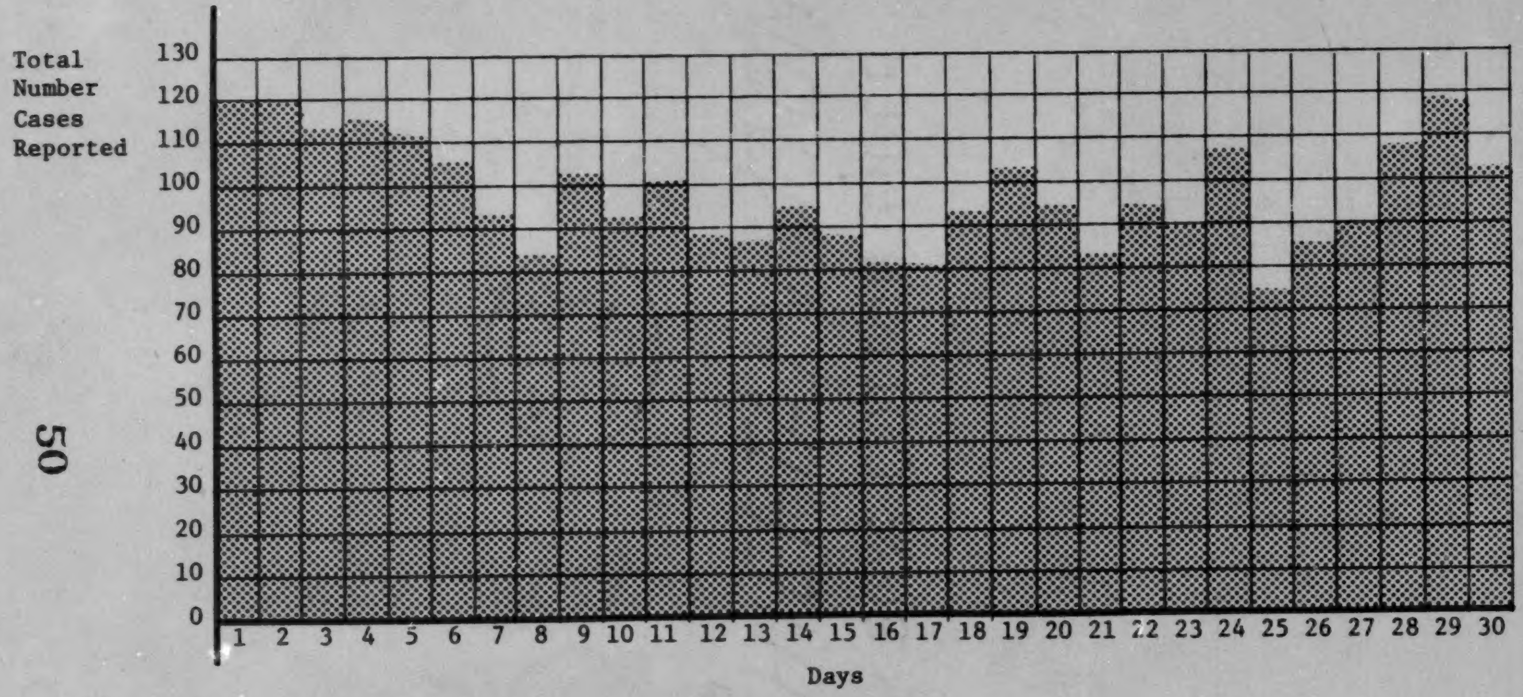
During the thirty-day period prior to intervention, there were 2,917 cut slips issued to seventh graders. Several students were guilty of cutting all classes--showing up at school but not attending any classes. Following intervention this number was reduced to 115 for a thirty-day period--a 96 percent decrease. Two classes showed a 100 percent decrease--no cases of class-cutting following intervention. The class-cutting data follow.

CLASS-CUTTING (BY SECTIONS)



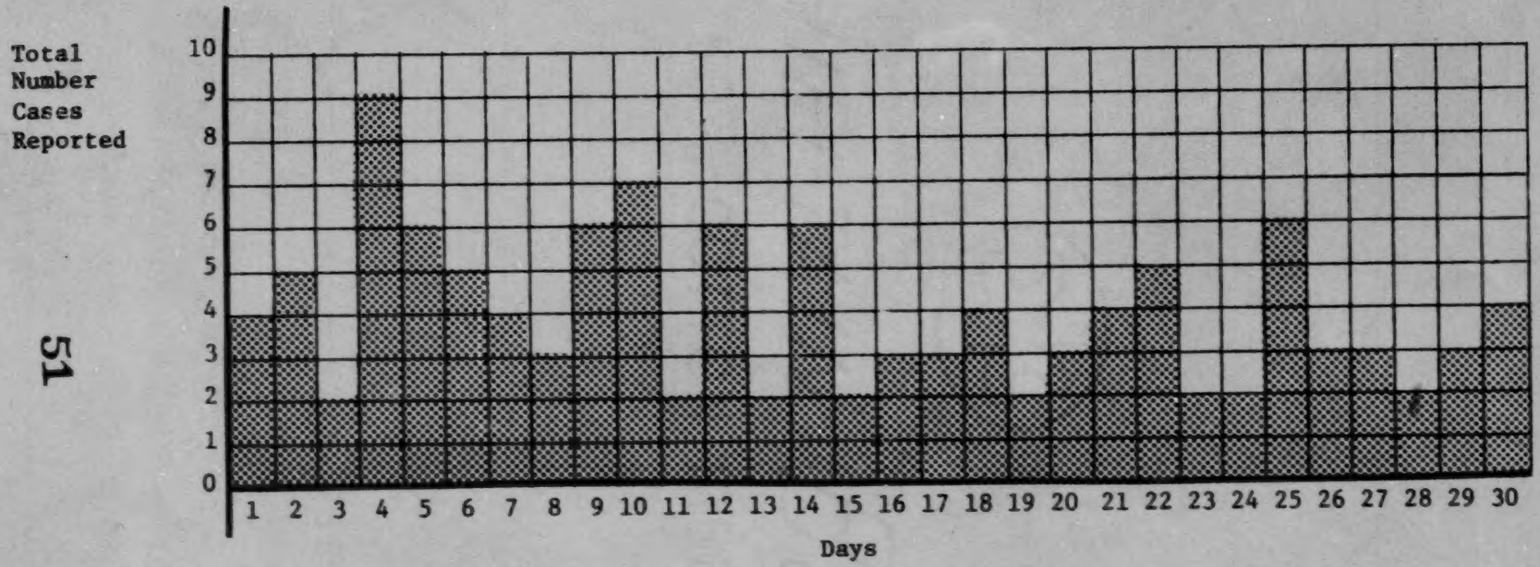
CLASS-CUTTING: PRE-PRACTICUM

(all seventh graders)



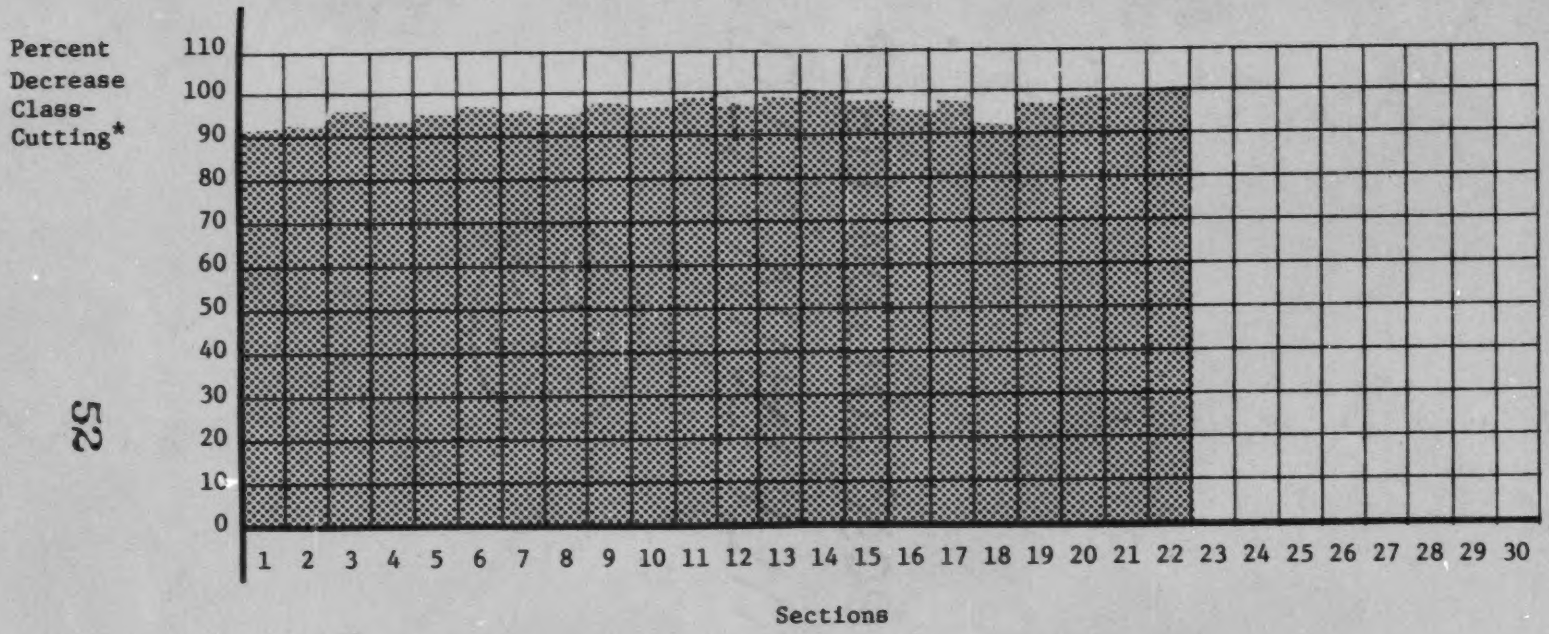
CLASS-CUTTING: POST-PRACTICUM

(all seventh graders)



CLASS-CUTTING (BY SECTIONS)

(percent decrease)



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*Nearest whole percent.

CLASS-CUTTING DATA: NUMBER OF CASES REPORTED PER SECTION FOR 30-DAY PERIOD (PRE-PRACTICUM)

		Days																													
Section	Number Pupils	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total	Daily Average
1	30	3	4	0	2	5	3	1	0	4	3	5	3	2	0	4	6	4	3	5	3	2	3	1	6	2	0	3	1	4	3	85	2.83
2	29	4	5	3	5	2	4	3	2	1	4	6	6	4	5	3	0	5	4	4	3	2	3	5	6	5	2	1	5	3	2	107	3.57
3	32	4	4	4	6	3	5	4	5	5	2	0	1	0	4	4	3	5	6	6	3	3	4	6	3	2	1	1	3	4	5	106	3.53
4	33	7	6	6	5	8	3	5	5	5	4	7	4	4	6	8	5	3	3	3	6	7	7	5	8	3	4	4	5	7	6	159	5.3
5	31	6	5	6	6	5	7	4	4	6	6	7	8	3	3	7	4	4	5	5	5	8	9	3	2	7	7	6	8	9	5	170	5.67
6	31	5	5	4	6	6	4	3	3	5	5	5	4	6	7	2	2	3	5	6	6	4	4	4	3	2	6	7	7	8	5	142	4.73
7	30	4	6	7	7	7	5	5	3	2	2	4	4	6	8	7	6	5	6	6	5	4	7	3	7	3	3	2	4	7	6	151	5.03
8	32	7	5	7	6	6	6	4	5	7	7	5	8	5	5	6	4	4	3	6	6	6	3	5	4	7	4	5	5	6	5	162	5.4
9	31	6	7	5	7	5	5	6	7	7	8	5	4	4	4	3	7	6	6	8	7	4	4	4	3	6	7	7	7	5	6	170	5.67
10	29	5	4	6	7	5	6	5	5	6	4	4	3	2	2	3	5	7	6	5	5	4	3	3	6	7	7	6	6	7	4	148	4.93
11	31	3	3	5	6	4	4	6	4	6	6	4	5	5	7	4	4	3	3	2	0	0	3	3	5	2	2	5	6	7	3	120	4.0
12	32	8	7	7	6	6	8	3	3	7	6	6	4	5	7	4	5	5	7	7	3	2	2	6	8	7	6	6	5	5	4	165	5.5
13	30	4	5	5	7	7	4	5	5	6	7	7	4	3	3	4	4	2	2	0	0	0	5	7	7	5	5	5	5	4	4	131	4.37
14	32	6	6	5	4	6	6	4	6	4	4	3	4	4	0	7	7	3	3	5	5	2	5	2	2	0	6	5	1	6	5	126	4.2
15	31	7	4	6	5	5	5	6	4	6	4	6	6	5	4	0	0	7	3	5	3	2	5	4	4	1	3	2	5	5	6	128	4.27
16	32	5	3	2	4	3	2	2	0	1	0	2	3	5	4	6	0	0	3	2	3	4	2	1	5	0	6	4	4	2	3	81	2.7
17	33	7	6	7	4	5	5	6	6	7	4	4	5	3	3	3	5	0	5	5	7	7	7	4	3	2	2	6	6	5	7	146	4.87
18	32	6	6	8	7	7	6	5	6	5	5	4	4	4	4	3	5	3	3	6	6	7	8	5	8	4	3	4	7	7	8	164	5.47
19	32	8	9	7	5	5	7	9	4	2	2	9	3	6	8	3	5	5	7	6	7	7	3	3	4	4	4	7	5	6	3	163	5.43
20	32	5	7	4	4	3	3	2	0	5	4	0	3	3	3	4	2	1	5	7	6	4	3	5	4	5	3	0	1	4	2	102	3.4
21	29	6	7	4	3	5	4	5	5	4	3	2	0	3	5	0	3	2	1	1	5	4	4	5	3	0	2	2	0	3	4	95	3.17
22	27	4	6	5	3	4	4	0	2	2	2	5	3	6	4	4	0	5	4	3	0	2	1	6	5	3	3	2	2	5	1	96	3.2
Total	681	120	120	113	115	112	106	93	84	103	92	100	89	88	96	89	82	82	93	103	94	85	95	90	106	77	86	90	98	119	97	2917	

CLASS-CUTTING DATA: POST-PRACTICUM

		Days																														
Section	Number Pupils	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total	Daily Average	Percent Decrease
1	30	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	8	.27	90.5
2	29	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	2	0	0	1	0	1	9	.31	91.6
3	32	1	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	5	.16	95.2
4	33	0	0	0	0	0	2	0	0	0	2	0	1	0	0	0	0	1	0	0	0	2	0	0	0	0	1	0	0	1	0	10	.30	93.7
5	31	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	1	0	0	0	0	1	0	0	0	0	0	2	9	.29	94.7
6	31	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	6	.19	95.8
7	30	0	0	2	0	0	0	0	1	0	0	0	0	0	0	1	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	7	.23	95.3
8	32	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	1	0	0	0	8	.25	95.1
9	31	1	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5	.16	97
10	29	0	0	0	1	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	5	.17	96.6
11	31	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	.06	98.3
12	32	0	0	0	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5	.16	96.9
13	30	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	.03	99.2
14	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
15	31	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	.10	97.6
16	32	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	4	.125	95.1
17	33	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	.09	97.9
18	32	0	0	0	0	2	2	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	2	0	0	1	0	0	0	2	0	14	.44	91.5
19	32	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	0	0	1	8	.25	95.1
20	32	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	.06	98
21	29	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	.03	98.9
22	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
Total		4	5	3	9	6	5	4	3	5	6	2	5	2	5	2	3	3	4	2	3	4	5	2	2	6	3	3	2	3	4	115		

Vandalism

Cases of vandalism include all acts of destruction of school property, such as breaking windows, knocking out ceiling tiles, kicking in lockers, breaking into lockers, etc. These cases are supposed to be reported to one of the administrators. Acts of writing on desks or walls can be handled by the teachers and need not come to the attention of an administrator. Flagrant or consistent violators may be referred for disciplinary action.

For the thirty-day period prior to the practicum, accurate records were kept of seventh grade offenders. It was found that 300 referrals of seventh graders alone had been made during this period. Some students were multiple offenders--one student had been referred for twelve separate offenses. This excessive number of referrals by seventh graders meant that much of the administrators' time was spent dealing with these cases, leaving too little time for some of the positive aspects of the school program. At this rate, our building was literally being torn down "brick-by-brick."

After intervention, records were again kept on the vandalism by seventh graders. Although progress has been made (64.7 percent decrease in the total number of cases), there are still too few days when no cases are referred. We still have multiple offenders who are involved in most of the cases of vandalism.

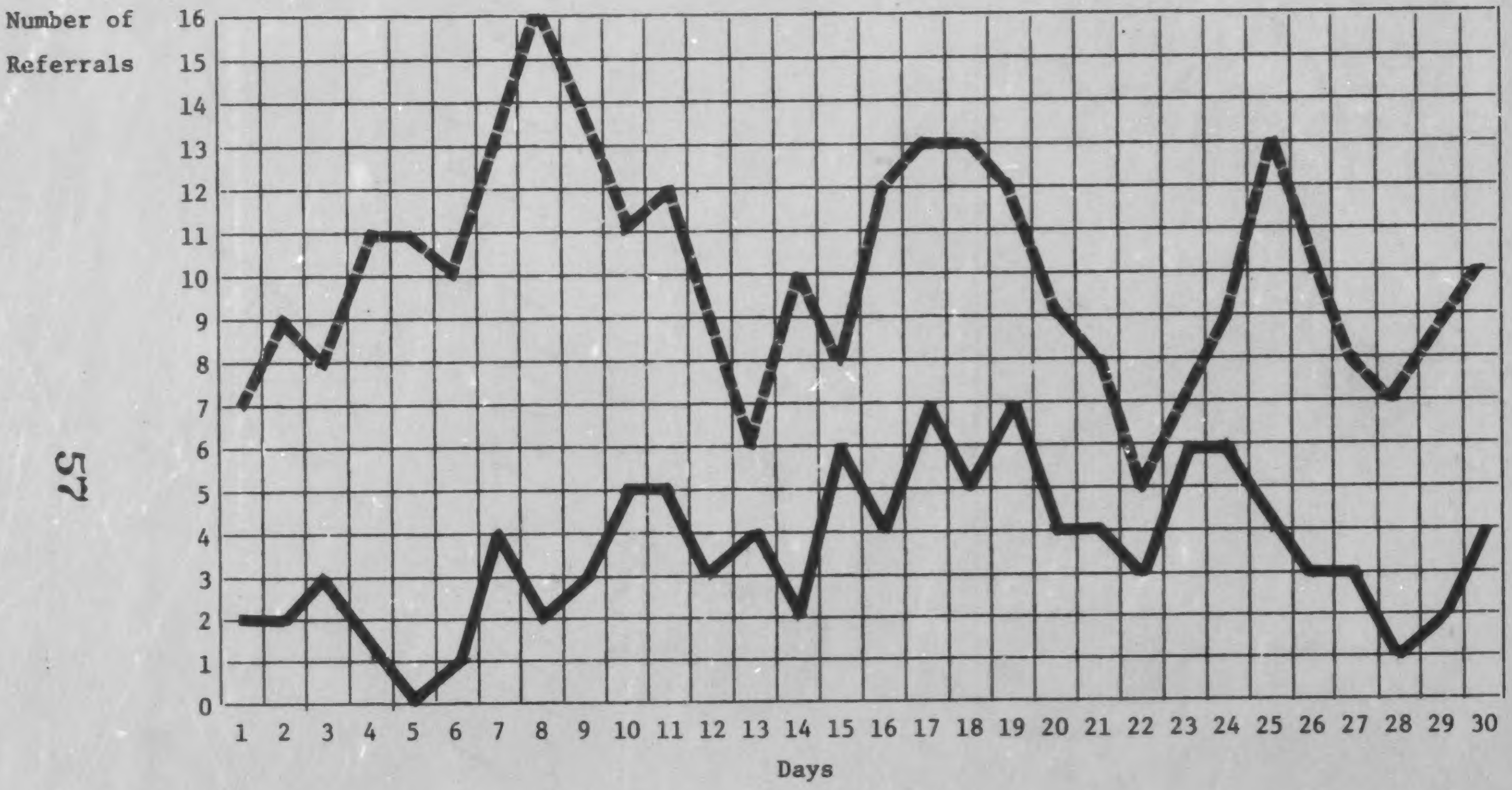
The most frequent act referred was knocking out ceiling tiles (this is accomplished by jumping and hitting the tile with the fist), followed by destruction of lockers and furniture. Window breaking, although a serious problem, is frequently done after school and the offender is rarely caught.

	Pre-Practicum	Post-Practicum
Knocking out ceiling tiles	114 (38%)	37 (35%)
Destruction to lockers	69 (23%)	22 (21%)
Destruction of furniture	48 (16%)	14 (13%)
Breaking windows	30 (10%)	11 (10%)
Writing on walls	18 (6%)	10 (10%)
Others	21 (7%)	12 (11%)

A graph follows which indicates the cases referred to the office for vandalism during the thirty-day period.

CASES REFERRED TO OFFICE FOR VANDALISM

(30-day period)



▬ ▬ Pre-Practicum total cases referred	300
Daily average	10
▬ Post-Practicum total cases referred	106
Daily average	3.5
Percent decrease in cases referred	64.7

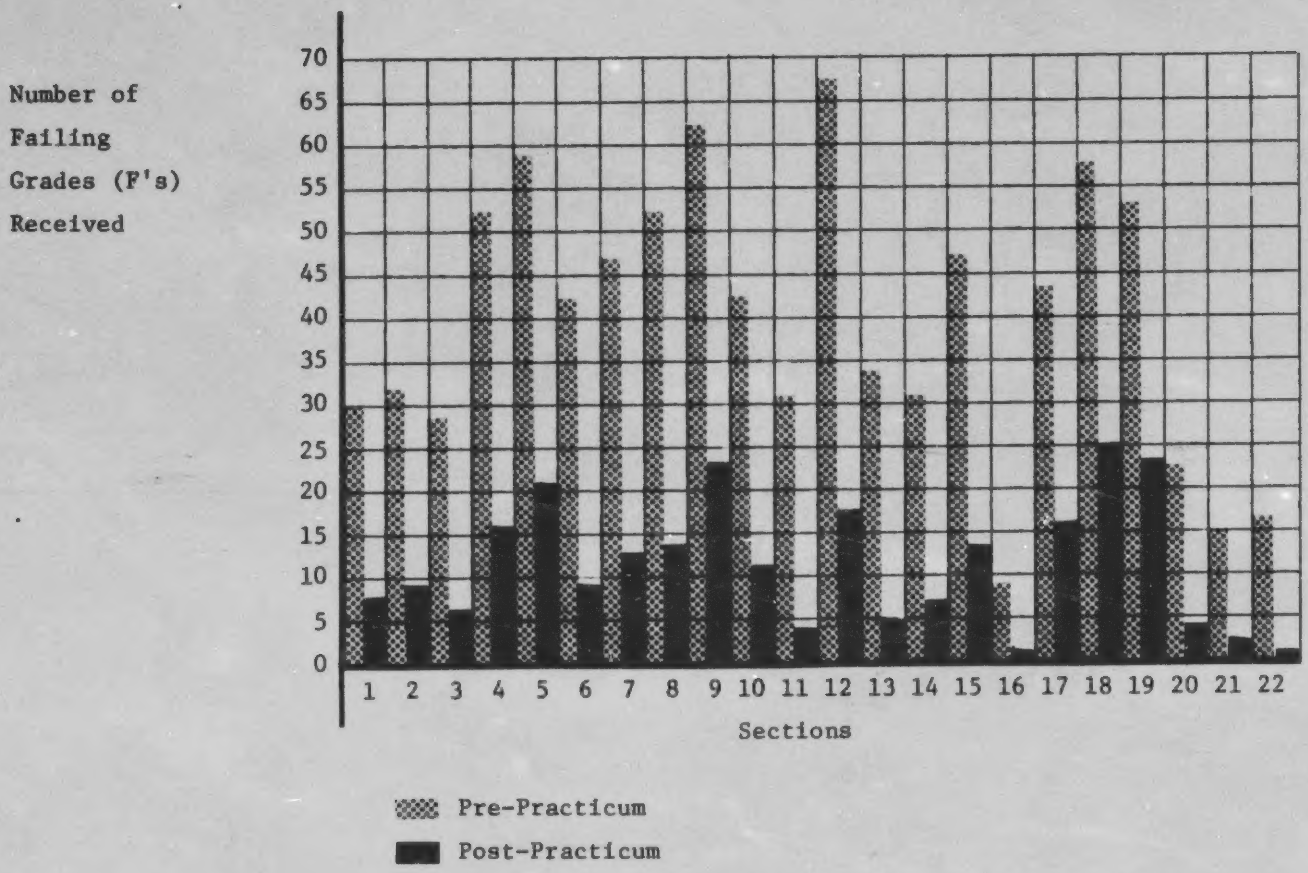
Failing Grades

For the marking period prior to intervention the seventh graders had a total of 878 F's. There were 681 students in the class, each receiving six or seven grades per marking period. Using the minimum number of grades possible for each student, the number of failure, 878, represented a 21 percent failure. D's are not considered as failing grades.

Five subjects, English, mathematics, social studies, science, and physical education, were taken by all pupils and accounted for 677 of the failures. Some classes were enrolled in foreign languages while other classes were enrolled in reading. Music, art, home economics, and shops alternated with physical education (music on Monday, Tuesday, Wednesday; physical education on Thursday and Friday in the first semester, alternate days in the second semester).

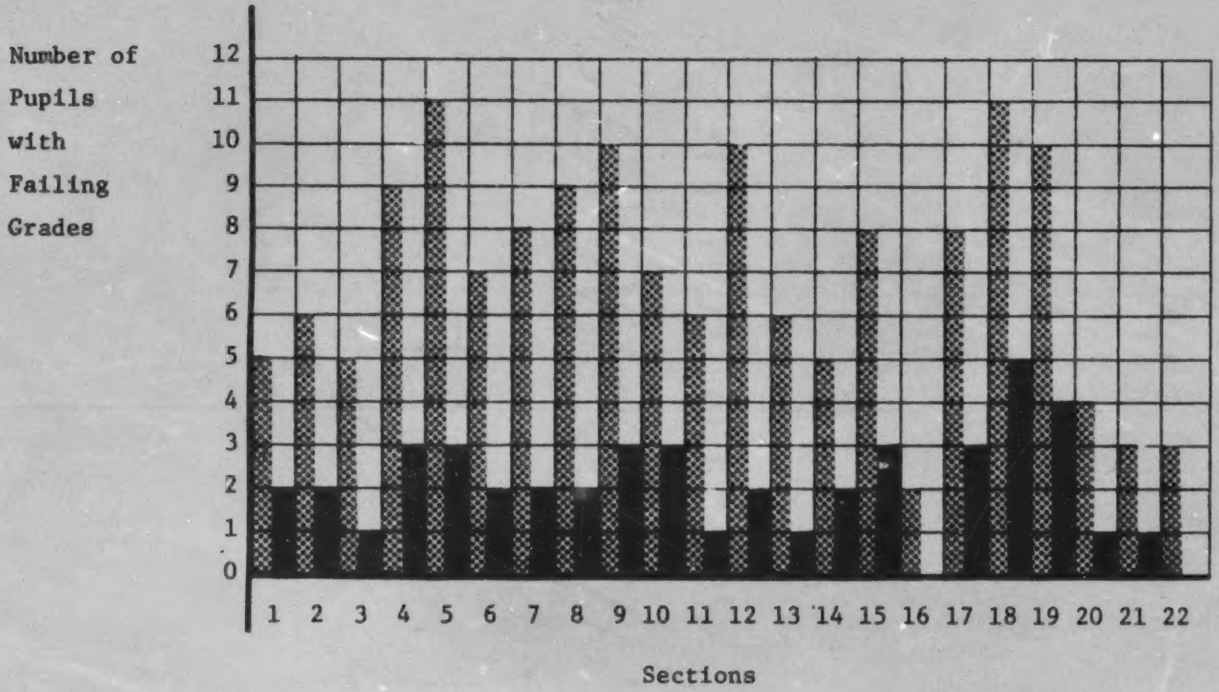
The marking period following intervention showed only 239 F's--a 72.8 percent decrease. Although work still needs to be done to reduce the number of failing grades, it was discovered that the same students were involved in all of the failing grades for some sections.
Example: In section 8, there were only two students who received failing grades following intervention, but they received F's in all subjects.
The data regarding failing grades follows.

TOTAL FAILING GRADES (BY SECTION)



FAILING GRADES (BY SUBJECT AND SECTION)

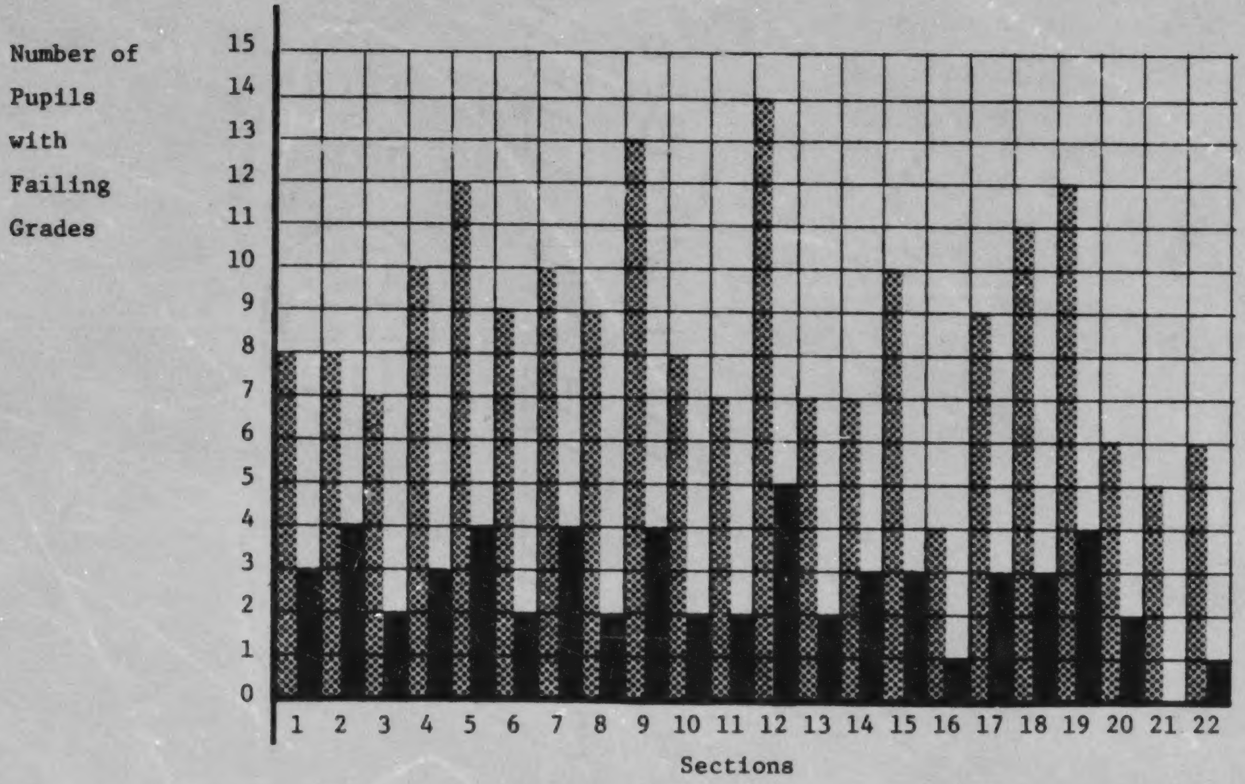
ENGLISH



▨	Pre-Practicum percent failures	22.7
■	Post-Practicum percent failure	6.8
	Percent decrease	70.3

FAILING GRADES (BY SUBJECT AND SECTION)

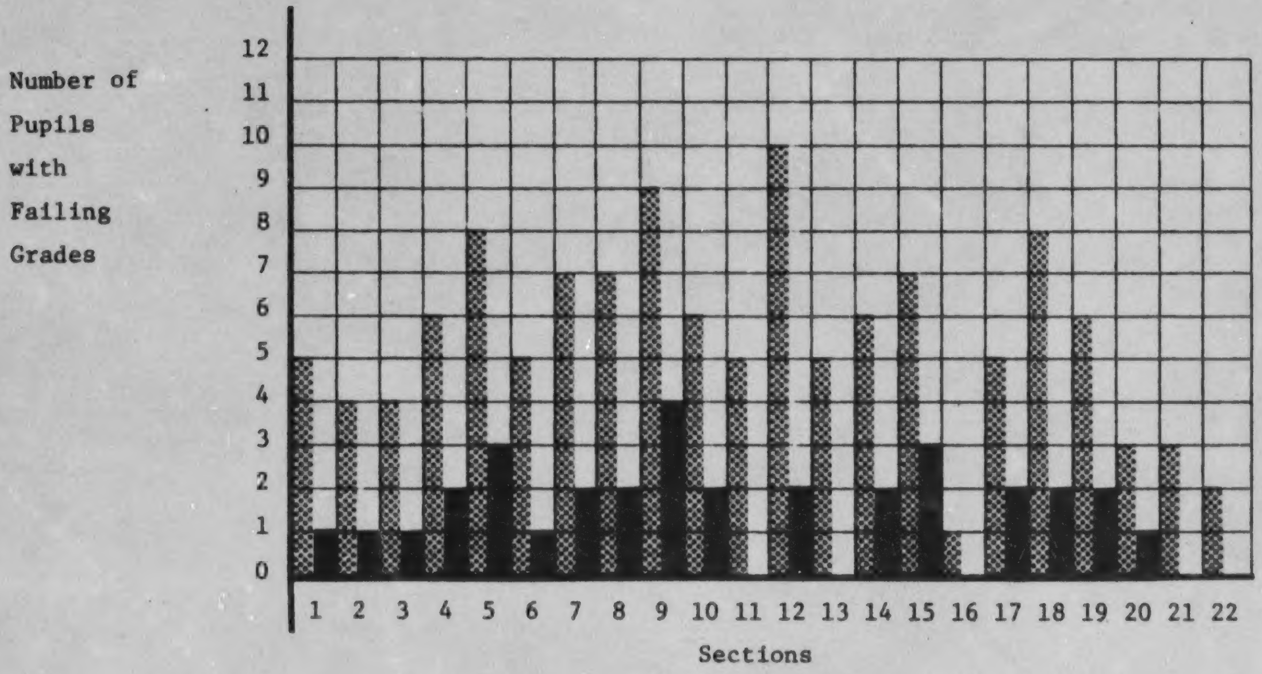
MATHEMATICS



▨	Pre-Practicum percent failures	28.1
■	Post-Practicum percent failures	8.7
	Percent decrease	69.3

FAILING GRADES (BY SUBJECT AND SECTION)

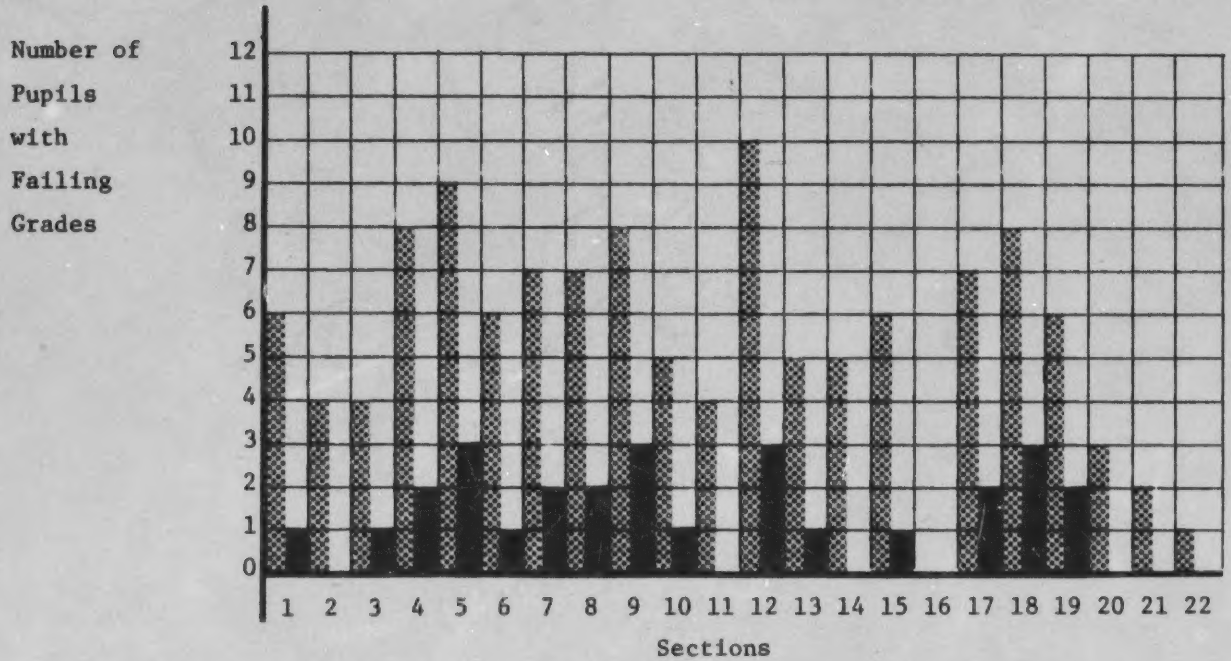
SOCIAL STUDIES



▨	Pre-Practicum percent failures	18.1
■	Post-Practicum percent failures	4.8
	Percent decrease	73.2

FAILING GRADES (BY SUBJECT AND SECTION)

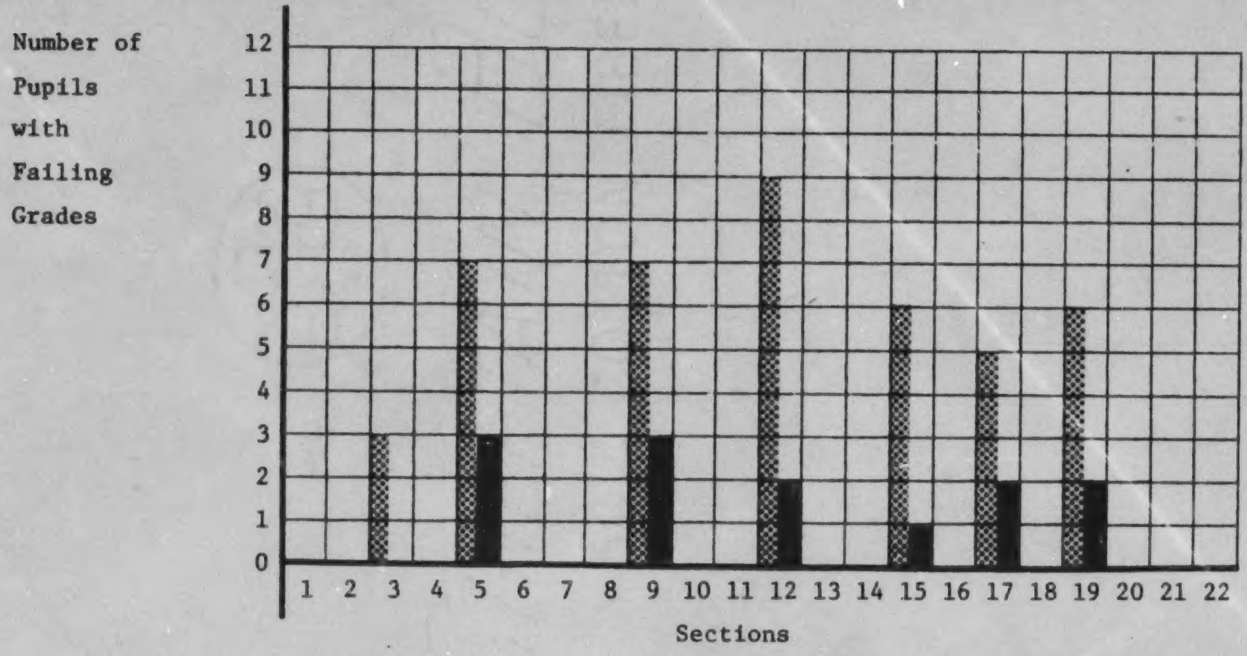
SCIENCE



▨	Pre-Practicum percent failures	17.8
■	Post-Practicum percent failures	4.1
	Percent decrease	76.9

FAILING GRADES (BY SUBJECT AND SECTION)

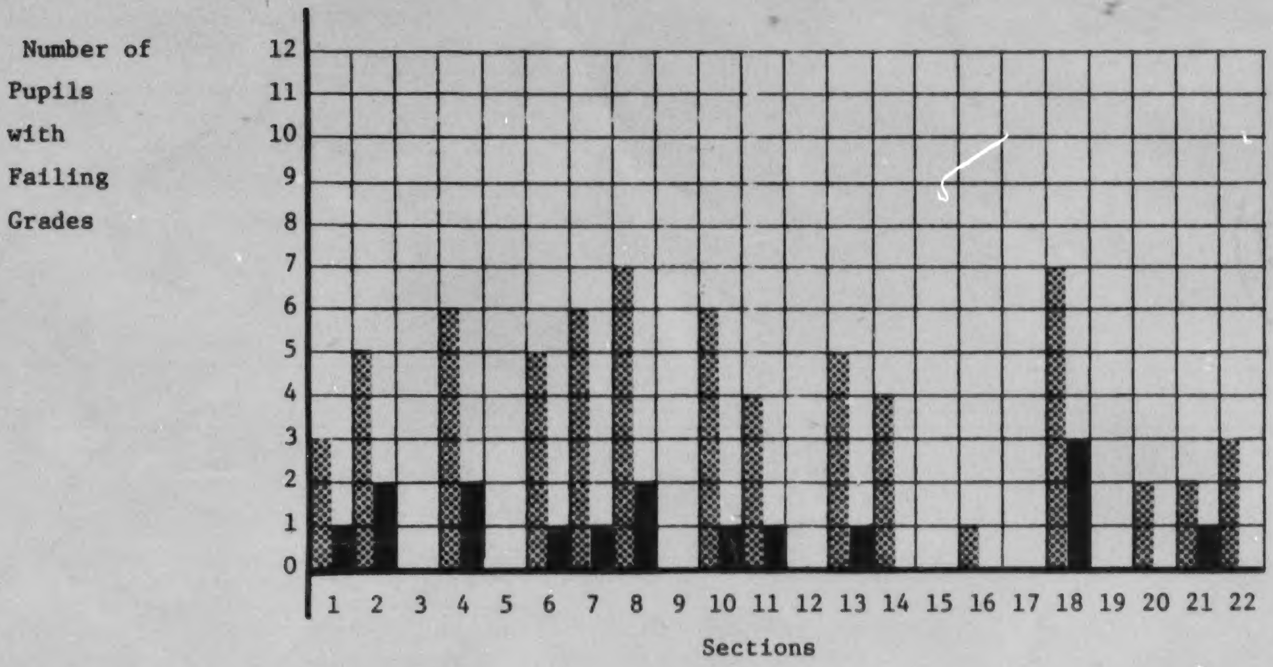
READING



▨	Pre-Practicum percent failures	19.4
■	Post-Practicum percent failures	5.9
	Percent decrease	69.8

FAILING GRADES (BY SUBJECT AND SECTION)

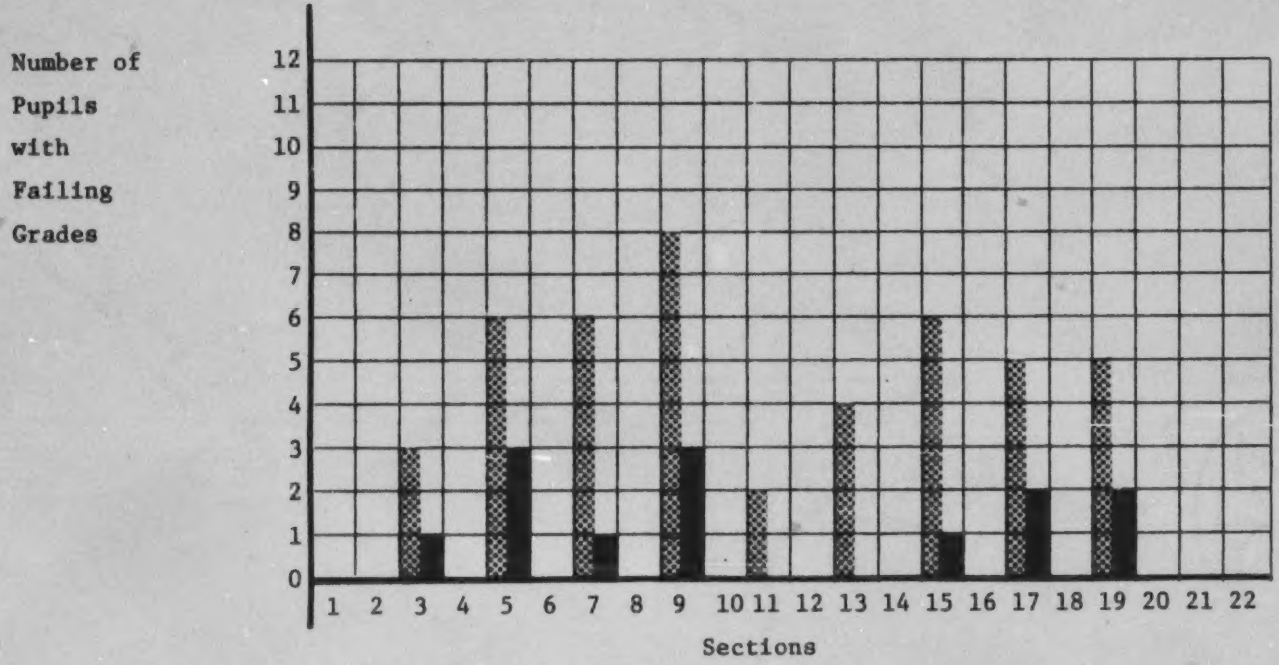
FOREIGN LANGUAGE



▨	Pre-Practicum percent failures	14.4
■	Post-Practicum percent failures	3.4
	Percent decrease	75.8

FAILING GRADES (BY SUBJECT AND SECTION)

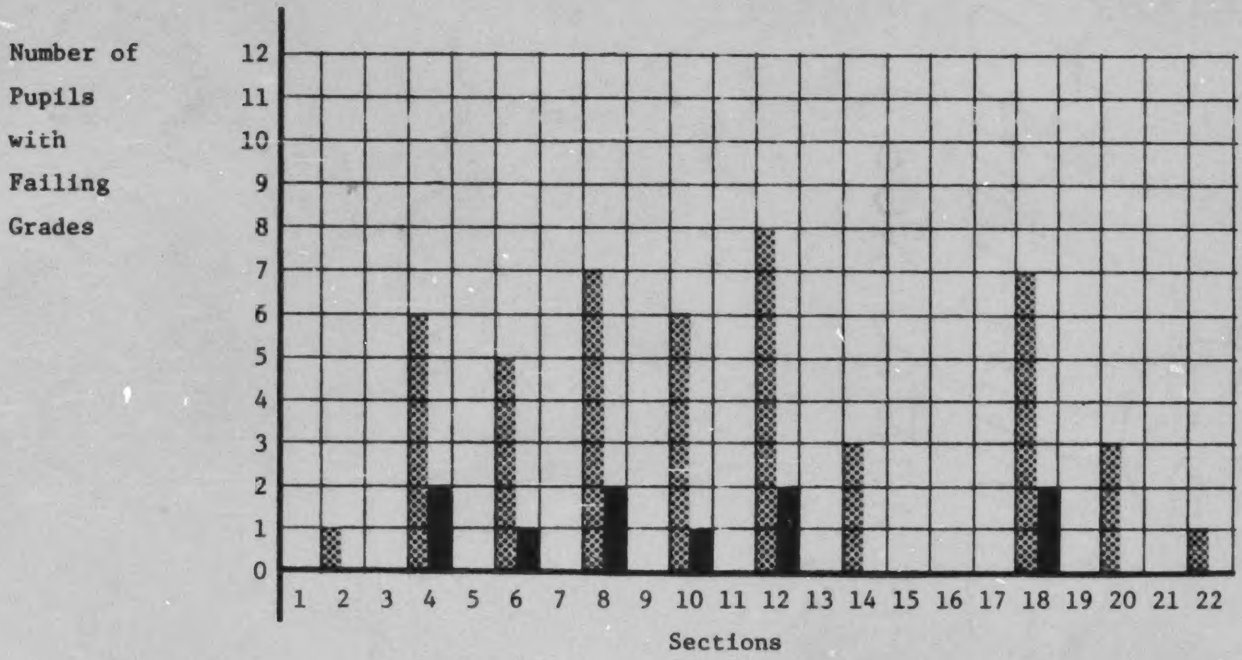
MUSIC/ART



▨	Pre-Practicum percent failures	13.2
■	Post-Practicum percent failures	3.8
	Percent decrease	71.1

FAILING GRADES (BY SUBJECT AND SECTION)

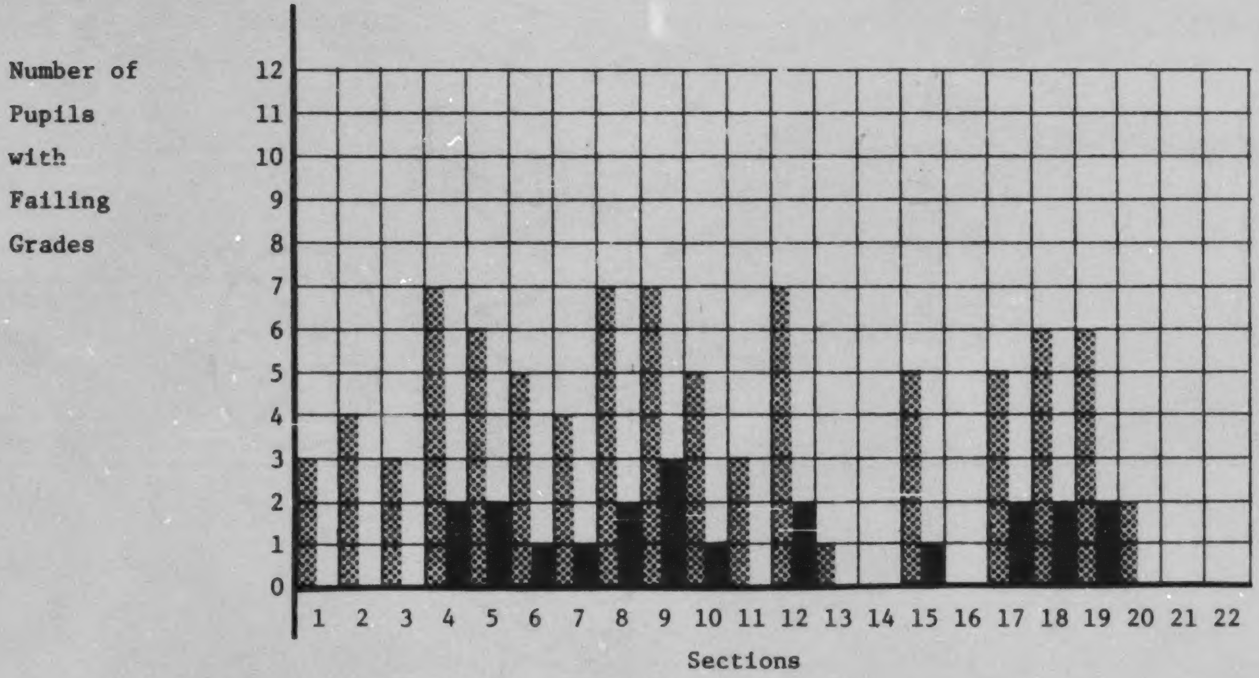
HOME ECONOMICS/SHOP



▨	Pre-Practicum percent failures	13.8
■	Post-Practicum percent failures	2.9
	Percent decrease	78.7

FAILING GRADES (BY SUBJECT AND SECTION)

PHYSICAL EDUCATION



▨ Pre-Practicum percent failures 12.6

■ Post-Practicum percent failures 3.1

Percent decrease 75.6

FAILING GRADES

Section	Number Pupils	English		Math		Social Studies		Science		Foreign Language		Reading		Music/Art		Home Ec./ Shop		Physical Education		Totals		Percent Decrease
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
1	30	5	2	8	3	5	1	6	1	3	1	---	----	0	0	---	----	3	0	30	8	73.3
2	29	6	2	8	4	4	1	4	0	5	2	---	----	---	----	1	0	4	0	32	9	71.8
3	32	5	1	7	2	4	1	4	1	---	----	3	0	3	1	---	----	3	0	29	6	79.3
4	33	9	3	10	3	6	2	8	2	6	2	---	----	---	----	6	2	7	2	52	16	69.2
5	31	11	3	12	4	8	3	9	3	---	----	7	3	6	3	---	----	6	2	59	21	64.4
6	31	7	2	9	2	5	1	6	1	5	1	---	----	---	----	5	1	5	1	42	9	78.6
7	30	8	2	10	4	7	2	7	2	6	1	---	----	6	1	---	----	4	1	48	13	72.9
8	32	9	2	9	2	7	2	7	2	7	2	---	----	---	----	7	2	7	2	53	14	73.6
9	31	10	3	13	4	9	4	8	3	---	----	7	3	8	3	---	----	7	3	62	23	62.9
10	29	7	3	8	2	6	2	5	1	6	1	---	----	---	----	6	1	5	1	43	11	74.4
11	31	6	1	7	2	5	0	4	0	4	1	---	----	2	0	---	----	3	0	31	4	87.1
12	32	10	2	14	5	10	2	10	3	---	----	9	2	---	----	8	2	7	2	68	18	73.5
13	30	7	1	7	2	5	0	5	1	5	1	---	----	4	0	---	----	1	0	34	5	85.3
14	32	6	2	7	3	6	2	5	0	4	0	---	----	---	----	3	0	0	0	31	7	77.4
15	31	8	3	10	3	7	3	6	1	---	----	6	1	6	1	---	----	5	1	48	13	72.9
16	32	2	0	4	1	1	0	0	0	1	0	---	----	---	----	0	0	0	0	8	1	87.5
17	33	8	3	9	3	5	2	7	2	---	----	5	2	5	2	---	----	5	2	44	16	63.6
18	32	11	5	11	3	8	2	8	3	7	3	---	----	---	----	7	2	[illegible]	2	58	20	65.5
19	32	10	4	12	4	7	2	6	2	---	----	6	2	5	2	---	----	[illegible]	2	52	18	65.3
20	32	4	1	6	2	3	1	3	0	2	0	---	----	---	----	3	0	2	0	23	4	82.6
21	29	3	1	5	0	3	0	2	0	2	1	---	----	0	0	---	----	0	0	15	2	86.7
22	27	3	0	6	1	2	0	1	0	3	0	---	----	---	----	1	0	0	0	16	1	93.8
Totals		155	46	192	59	123	33	121	28	66	16	43	13	45	13	47	10	86	21	878	239	
Percent Failure		23	7	28	8.7	18.1	4.8	17.8	4.1	14.4	3.4	19.4	5.9	13.2	3.8	13.8	2.9	12.6	3.1			
Percent Decrease		70.3		69.3		73.2		76.9		75.8		69.8		71.1		78.7		75.6				

Average percent decrease = 72.8

Student Participation

One of the objectives of the practicum was to increase participation by seventh graders in school activities and increase attendance at school functions since non-participation or inactivity indicates apathy. The post-practicum data show that there was an increase in participation as compared with pre-practicum data--some students are now involved in multiple activities while others who were not previously involved are active in at least one organization or activity.

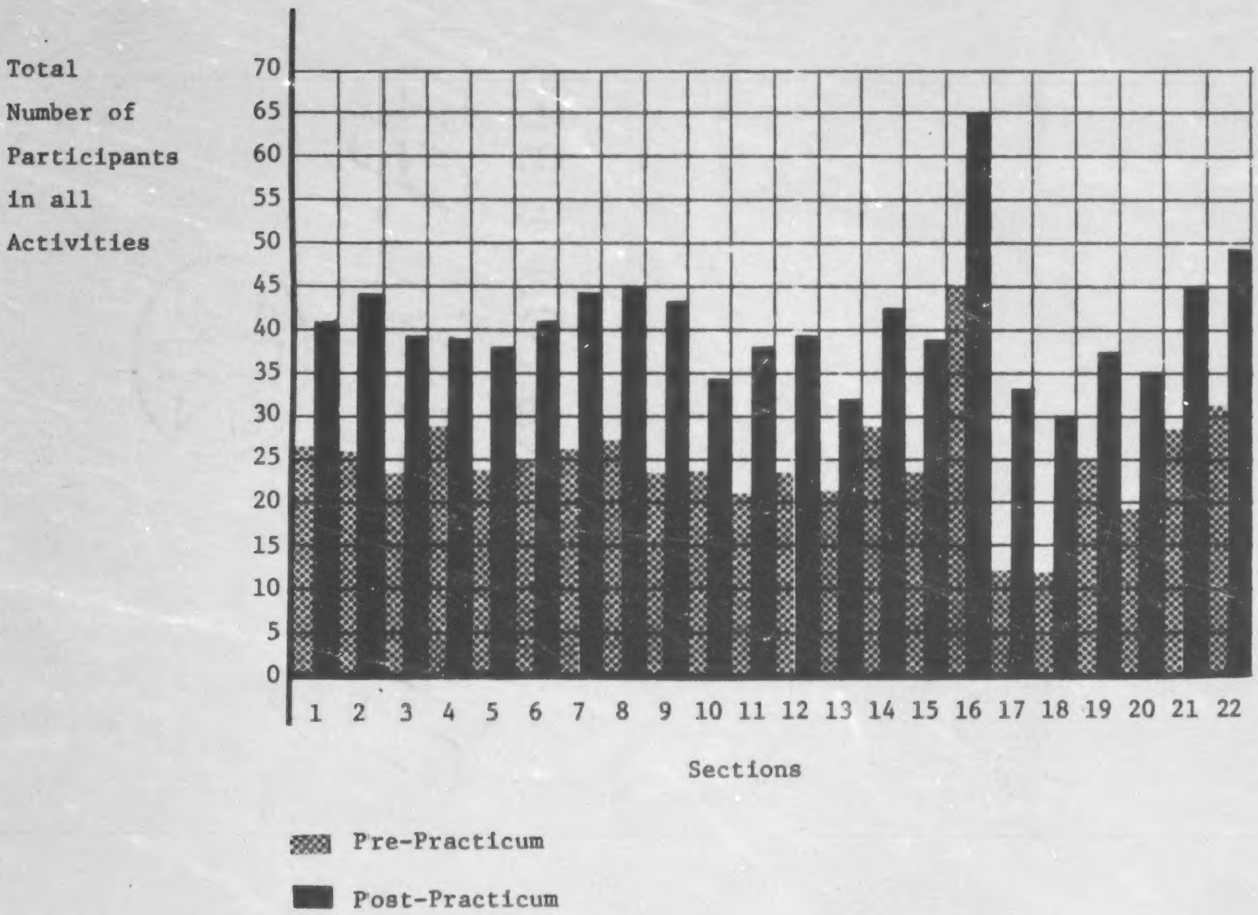
Two organizations, the Student Council and the Red Cross, were composed of two representatives from each section and were, consequently, not "open" to all students. Therefore, the number of participants before and after the practicum remained the same for all sections.

Athletic teams include all intra-mural teams plus the seasonal school teams (softball, basketball, football), but not the track team which was operational all year. The introduction of section vs. section intra-murals was largely responsible for the great increase in the number of participants on athletic teams.

Special interest clubs include science club, sewing club, foreign language clubs, F. T. A., model car club, and photography club. The nature of some activities limits participation because of special talents involved (such as orchestra or gymnastic team), but even those showed some increase in the number of participants.

Attendance at school functions was compared with last year's attendance by seventh graders because the same functions did not occur both before and after intervention. Comparison is made only of those activities which were held both this year and last year. These records are available for activities that were pay affairs, since tickets to the functions were sold by sections and records were kept by the school treasurer. Although no records of attendance are available, through observations by the practitioner and the Support Team, there was an increase in attendance at non-pay affairs following the intervention phase. Student participation in extra-curricular activities data follow.

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES



Percent increase in number of participants in all activities = 61.8

ATTENDANCE AT SCHOOL ACTIVITIES

Activity	1973-74 Tickets Sold	1973-74 Percent Involved	1974-75 Tickets Sold	1974-75 Percent Involved
Back-to-School Hop Pre-Practicum	211	31.6	229	33.6
Halloween Dance Pre-Practicum	203	30.4	238	34.9
Valentine Dance During Practicum	197	29.5	261	38.3
Basketball Games (8 home games) During Practicum	428		722	
Average/Game	54	8.1	90	13.2
Rock Concert Post-Practicum	318	47.7	417	61.2
Varsity-Faculty Basketball Game Post-Practicum	278	41.7	383	56.2
Total Students in Class	667		681	

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

	Glee Club		Orchestra		Boosters		Athletic Teams		Track Team		Newspaper		Drama Club		Special Interest Clubs		Modern Dance		Gymnastics		Totals	
Section	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	3	4	2	3	3	5	6	12	2	2	0	1	0	0	4	7	1	1	2	2	23	37
2	2	4	2	3	4	7	7	12	0	1	0	1	1	1	5	8	0	1	1	2	22	40
3	4	4	1	3	0	3	8	14	0	0	1	1	0	1	4	7	1	1	0	1	19	35
4	4	5	3	4	2	3	6	11	1	1	1	2	2	2	4	5	2	2	0	0	25	35
5	2	3	0	2	3	5	10	16	0	1	1	1	0	0	3	5	0	0	1	1	20	34
6	2	3	1	2	0	4	9	15	2	2	2	2	0	0	3	6	1	1	1	2	21	37
7	4	6	2	4	2	4	9	16	0	0	0	1	1	2	4	6	0	1	0	0	22	40
8	1	4	0	3	4	5	8	13	2	3	0	1	2	3	4	7	0	0	2	2	23	41
9	5	6	2	3	0	3	5	10	3	3	1	1	0	1	2	5	1	1	0	1	19	34
10	2	4	3	3	3	3	9	13	0	1	0	1	0	0	2	4	0	1	0	0	19	30
11	0	2	1	2	3	4	7	14	0	1	1	1	1	2	2	5	2	2	0	1	17	34
12	2	5	2	3	0	2	8	15	2	2	0	0	1	1	3	5	0	0	1	2	19	35
13	1	3	1	3	2	3	7	13	1	2	0	1	0	0	5	8	0	0	0	0	17	33
14	2	3	3	4	1	4	8	13	0	1	0	1	2	2	4	6	2	2	3	3	25	39
15	2	4	0	2	3	4	9	15	0	2	0	1	0	0	3	5	0	0	2	2	19	35
16	6	9	3	5	4	8	10	15	2	3	2	2	3	3	6	10	2	3	3	3	47	61
17	1	3	2	3	0	1	7	13	0	1	0	1	0	0	2	5	0	0	1	2	13	29
18	3	5	1	2	0	1	6	10	1	1	0	0	0	1	2	4	0	1	0	1	13	26
19	1	4	2	2	3	4	5	9	3	3	1	1	1	1	4	6	1	1	0	2	21	33
20	3	6	0	1	2	3	6	11	0	0	0	1	0	1	3	5	0	2	1	1	15	31
21	4	7	2	3	3	4	10	15	1	2	1	1	0	2	3	6	0	1	0	0	24	41
22	5	7	3	4	3	5	8	14	1	2	1	1	1	2	4	6	0	2	1	2	27	45
Totals	59	101	36	64	45	85	168	289	21	34	12	23	15	25	76	131	13	23	19	30	464	805
Percent Increase	71.2		77.8		88.9		72.0		61.9		91.7		66.7		72.4		76.9		57.9			
Percent Invol.	8.7	14.8	5.3	9.4	6.6	12.5	24.7	42.4	3.1	5.0	1.8	3.4	2.2	3.7	11.2	19.2	1.9	3.4	2.8	4.4		

NOTE: Student Council and Red Cross were not open to all students.

Parental Involvement

Apathy on the part of parents manifests itself in the lack of participation by parents in the school program. This includes attendance at P.S.T.A. meetings, local School Board meeting, cultural activities, parent-teacher conferences, by refusal to respond to written communiques, and by the number of parents involved in the every day school program. To attempt to decrease parental apathy it is necessary to increase parental involvement. Any increase, on a numerical scale, indicates an increase in involvement (for the same activity); consequently, a decrease in apathy.

Activity	Dates	Attendance
P.S.T.A. Meetings	October 1974 (Pre-Practicum)	729
	May 1975 (Post-Practicum)	1503
Local Board Meetings	October 1974 (Pre-Practicum) (Both meetings)	51
	May 1975 (Post-Practicum) (Both meetings)	55
Parental Visits (during school day)	October (total for entire month)	28
	May (total for entire month)	63

ATTITUDINAL SURVEY

The attitudinal survey was administered to a group of parents and community residents and a group of seventh grade students to determine their feelings toward certain aspects of the total school program, the personnel, and the curriculum at Hart Junior High School. The items selected for the test were measured against a set of descriptive scales. Each scale contained two extreme and opposite variables with ratings between the two.

Analysis of Data

Each scale contained seven spaces for answers. In the data, (7) indicates the highest or most positive response; (1) indicates the lowest or most negative response; and (4) indicates neutrality; (2), (3), (5), and (6) are merely degrees; (2) or (6) indicate closely but not extremely related; (3) or (5) indicate slightly related, but not neutral.

The directions given tell the subjects to mark each scale. Consequently, "neutral" is marked in cases where the subject either does not know, has no opinion or feeling about the item, or has absolutely no knowledge or basis for rating the item. This is particularly true of the adult (parents and community residents) group who may not have had any contact or dealing with some items on the test. Answers to items are based on the contacts the subject has had.

The practicum was designed to change negative attitudes by the process of education. It was believed that if people are involved they become knowledgeable; consequently, some negative attitudes are replaced with more positive attitudes. To determine if this objective had been accomplished, a shift toward the positive end of the scale should be evident in post-practicum data. Any response above (4) neutral (5, 6, 7), is considered positive.

- There is little change in the feelings toward the local Board following intervention. Some still question the functions of the Board.
- There were no major changes in the physical environment, per se, during the practicum; consequently, several students still consider the building "unattractive."
- Subjects became familiar with some Support Services with which they had had no previous contact.

The Attitudinal Survey data follow.

ATTITUDINAL SURVEY DATA: PARENTS AND COMMUNITY

Ratings

		1		2		3		4		5		6		7		Negative Responses		Positive Responses	
Question		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I.	1	4	2	18	16	25	26	61	63	17	16	0	2	0	0	47	44	17	18
	2	7	3	21	13	35	39	52	55	6	9	4	6	0	0	63	55	10	15
	3	9	4	17	14	23	27	59	61	10	15	7	4	0	0	49	45	17	19
	4	8	6	18	16	25	26	60	59	11	15	3	3	0	0	51	48	14	16
II.	1	2	0	11	6	26	19	48	35	23	33	12	24	3	8	39	25	38	65
	2	3	0	3	2	19	12	51	31	30	42	13	29	6	9	25	14	49	80
	3	0	0	2	2	16	10	39	26	42	55	23	23	3	9	18	12	68	87
	4	0	0	2	0	16	14	43	30	41	26	21	42	2	13	18	14	64	81
III.	1	0	0	7	4	32	16	31	18	45	46	5	30	5	11	39	20	55	87
	2	0	0	5	2	29	15	28	20	49	51	12	32	2	5	34	17	63	88
	3	0	0	3	0	12	12	26	22	50	43	27	38	7	10	15	12	84	91
	4	0	0	2	0	18	8	21	21	35	33	37	45	12	18	20	8	84	96
IV.	1	11	5	19	11	30	21	35	46	26	33	4	6	0	3	60	37	30	42
	2	3	0	5	2	23	18	39	41	38	35	17	25	0	4	31	20	55	64
	3	7	2	18	10	22	23	41	35	29	37	8	15	0	3	47	35	37	55
	4	9	2	17	9	19	21	46	51	22	25	10	13	2	4	45	32	34	42
V.	1	2	0	7	5	43	17	40	49	31	41	2	12	0	1	52	22	33	54
	2	1	0	8	3	32	12	57	52	19	36	8	18	0	4	41	15	27	58
	3	3	0	15	9	39	15	42	36	22	49	4	12	0	4	57	24	26	65
	4	1	0	6	2	28	17	36	30	37	48	16	26	1	2	35	19	54	76

ATTITUDINAL SURVEY DATA: PARENTS AND COMMUNITY--Continued

Ratings

Question		1		2		3		4		5		6		7		Negative Responses		Positive Responses	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
VI.	1	0	0	9	3	18	12	59	34	24	49	12	22	3	5	27	15	39	76
	2	0	0	1	0	24	18	62	47	31	45	7	12	0	3	25	18	38	60
	3	0	0	2	0	9	3	49	32	40	48	14	27	11	15	11	3	65	90
	4	0	0	9	3	16	11	56	36	29	39	12	28	3	8	25	14	44	75
VII.	1	0	0	5	2	20	19	71	55	23	34	6	13	0	2	25	21	29	49
	2	0	0	8	3	19	10	68	47	24	39	6	21	0	5	27	13	30	65
	3	0	0	0	0	7	5	73	54	35	43	9	18	1	5	7	5	45	66
	4	0	0	2	0	14	7	32	35	26	32	38	36	13	15	16	7	77	83
VIII.	1	3	0	16	5	35	19	41	33	29	42	1	21	0	5	54	24	30	68
	2	5	0	12	10	44	15	36	27	21	38	7	30	0	5	61	25	28	73
	3	2	0	8	4	42	30	48	41	23	33	2	19	0	3	52	34	25	50
	4	0	0	5	2	37	17	53	32	26	57	4	12	0	5	42	19	30	74
IX.	1	0	0	8	2	22	16	69	51	25	34	1	16	0	6	30	18	26	56
	2	5	2	16	11	33	17	43	36	24	39	3	18	1	2	54	30	28	59
	3	0	0	4	0	20	12	51	40	42	56	8	11	0	6	24	12	50	73
	4	2	0	22	14	31	23	42	31	26	38	2	15	0	4	55	37	28	57
X.	1	0	0	4	0	22	14	59	38	31	42	9	27	0	4	26	14	40	73
	2	2	0	11	3	35	22	48	40	27	36	2	21	0	3	48	25	29	60
	3	6	0	13	2	41	35	34	22	26	43	5	18	0	5	60	37	31	66
	4	0	0	4	0	21	12	56	18	36	62	8	23	0	10	25	12	44	95

ATTITUDINAL SURVEY DATA: STUDENTS

		Ratings 1		2		3		4		5		6		7		Negative Responses		Positive Responses	
Question		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I.	1	4	2	23	19	11	4	179	185	9	12	1	3	0	0	38	25	10	15
	2	6	3	15	15	10	7	183	186	12	13	1	3	0	0	31	25	13	16
	3	6	4	14	15	12	13	180	181	13	12	2	2	0	0	32	32	15	14
	4	5	3	13	14	19	7	191	190	7	10	2	3	0	0	27	24	9	13
II.	1	3	0	18	16	39	29	97	76	46	58	21	39	3	9	60	42	70	106
	2	2	0	19	9	37	26	84	62	59	75	26	41	0	14	58	35	85	130
	3	0	0	9	5	39	38	103	87	51	64	11	18	4	15	48	43	76	97
	4	0	0	11	6	32	15	111	90	52	74	17	32	4	10	43	21	73	116
III.	1	3	1	8	5	22	13	126	92	48	63	18	39	2	14	33	19	68	116
	2	0	0	13	3	19	11	87	68	54	74	42	59	12	12	32	14	108	145
	3	0	0	5	0	24	16	69	42	74	87	37	61	18	21	29	16	129	169
	4	0	0	4	0	23	10	54	33	81	102	52	62	13	20	27	10	146	184
IV.	1	5	3	13	7	47	43	75	67	54	66	32	39	1	2	65	53	87	107
	2	5	0	19	12	58	49	63	55	60	72	17	27	5	12	82	61	82	111
	3	2	2	27	14	69	37	41	55	73	94	15	22	0	3	98	53	88	119
	4	2	2	19	11	53	46	79	60	61	82	13	23	0	3	74	59	74	108
V.	1	6	1	21	12	59	50	56	41	55	67	24	45	4	11	86	63	85	123
	2	5	1	13	8	60	42	68	55	63	88	16	24	2	9	78	51	81	121
	3	5	1	20	10	70	56	61	54	58	73	11	26	2	7	95	67	71	106
	4	1	1	19	12	51	43	49	36	67	89	39	43	1	3	71	56	107	135

ATTITUDINAL SURVEY DATA: STUDENTS--Continued

		Ratings														Negative Responses		Positive Responses	
		1		2		3		4		5		6		7					
Question		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
VI.	1	3	0	15	7	26	21	101	75	52	67	30	49	0	8	44	28	82	124
	2	1	0	14	8	39	27	73	51	63	83	33	46	2	12	54	35	100	141
	3	3	0	13	5	59	40	67	45	61	93	21	29	3	15	75	45	85	137
	4	2	1	22	11	46	31	82	62	48	79	26	34	1	9	70	43	75	122
VII.	1	0	0	7	1	43	31	107	64	59	95	8	20	3	16	50	32	70	131
	2	0	0	23	12	47	25	112	73	36	88	7	18	2	11	70	37	45	117
	3	2	0	21	8	35	21	121	98	29	55	19	36	0	9	58	29	48	100
	4	5	2	23	10	76	42	80	53	30	59	12	46	1	15	104	54	43	120
VIII.	1	4	0	7	2	57	39	84	56	60	82	9	31	6	17	68	41	75	130
	2	0	0	5	2	83	57	78	48	59	74	2	27	0	19	88	59	61	120
	3	0	0	16	8	75	69	91	76	43	50	2	16	0	8	91	77	45	74
	4	5	0	12	6	52	33	72	61	71	91	15	23	0	13	69	39	86	127
IX.	1	18	9	71	47	59	56	62	69	13	38	4	8	0	0	148	112	17	46
	2	5	2	13	9	65	50	71	49	54	73	15	29	4	15	83	61	73	117
	3	0	0	5	0	69	41	73	45	70	92	10	31	0	18	74	41	80	141
	4	7	2	7	2	71	25	58	69	63	87	18	25	3	17	85	29	84	129
X.	1	2	0	13	6	22	11	97	66	53	85	38	53	2	6	37	17	93	144
	2	3	0	14	5	33	27	84	79	51	50	42	61	0	5	50	32	93	116
	3	5	1	19	11	37	29	93	81	52	56	21	40	0	9	61	41	73	105
	4	0	0	4	0	41	30	106	92	73	66	3	26	0	13	45	30	76	105

RESULTS FROM QUESTIONNAIRES

SURVEY ON PRACTICES AND PROCEDURES

	Parents and Community						Students						Parents		Students	
	Pre-Practicum			Post-Practicum			Pre-Practicum			Post-Practicum			Percent Yes Responses			
Question	Yes	No	No Resp.	Yes	No	No Resp.	Yes	No	No Resp.	Yes	No	No Resp.	Pre	Post	Pre	Post
1	6	119	0	78	47	0	13	214	0	151	76	0	4.8	62.4	5.7	66.5
2	114	13	0	125	0	0	227	0	0	227	0	0	91.2	100	100	100
3	15	93	17	91	25	9	121	86	20	185	38	4	12.0	72.8	53.3	81.5
4	53	72	0	87	38	0	74	153	0	198	29	0	42.4	69.6	32.6	87.2
5	42	83	0	93	32	0	39	188	0	163	64	0	33.6	74.4	17.2	71.8
6	39	86	0	69	56	0	23	204	0	138	89	0	31.2	55.2	10.1	60.8
7	64	18	43	112	3	10	211	3	13	227	0	0	51.2	89.6	92.9	100
8	59	40	26	88	19	18	8	219	0	129	98	0	47.2	70.4	3.5	56.8
9	21	89	15	97	24	4	179	27	21	214	10	3	16.8	77.6	78.9	94.3
10	48	77	0	109	16	0	134	69	24	219	5	3	38.4	87.2	59.0	96.5

Total taking survey:

Parents (of seventh graders)	100
Community residents (but not parents of seventh grade students)	25
Students (one-third of seventh grade class)	227

Analysis of Responses: (No response generally indicated "don't know."

Question 3: Confusion in interpreting "organized" resulted in "no response."

4: General knowledge about selection of subjects by students but little understanding about assignments to classes (pre-practicum).

6: Knowledge of what functions of Board are "supposed" to be.

9: Some were familiar with some violations causing suspensions, but not all; consequently, chose not to answer.

10: Same as above. Knew some but not all.

Analysis of the Knowledge Questionnaire

Ideally, we would like to have both parents and students be able to answer "yes" to all items on the questionnaire following the intervention phase of the practicum. However, any positive gain on a numerical scale has been set as a measure of whether or not an objective has been met. This means that any increase in the number of "yes" responses to an item is a positive gain.

Community residents taking the survey were not targets of the intervention phase of the practicum, but they may have been involved in some manner in some of the strategies. These people were selected randomly--one stipulation, they could not be parents of current seventh grade students enrolled at Hart Junior High--and agreed to take the test both before and after intervention. Unless directly involved in the school program in some way or in the strategies of the practicum intervention, there is small likelihood that one would be familiar with some phases of the school's operation--such as class assignments, school organization, automatic suspensions. Consequently, there was still a comparatively large number of "no" answers to some questions.

No response to a question generally indicated "don't know." This might have been because of some confusion by the subjects in interpreting the question; they may be familiar with some but not all (as in the case of questions 9 and 10), or they may be vaguely familiar but not sure (questions 3 and 4).

The data show there was an increase in the number of "yes" responses following intervention: a positive gain. Percentages of the entire groups tested giving "yes" responses before and after intervention are given in the table. Question 6 shows the least gain--there is still a great deal of confusion concerning the functions of the local School Board.

THE COMMUNICATIONS PROCESS

The practitioner called upon his previous practicum experiences and found them most useful in his Maxi II practicum effort.

The practitioner tried at all times to keep the lines of communication open between the Support Team, the Advisory Committee, the Volunteer Coordinating Committee, and himself.

Data from all major sessions which contributed to the effort of this practicum were kept in a data bank and disseminated at major information sessions with all concerned parties. Information was disseminated via telephone, memos, flyers, letters to parents, letters to ministers, bulletins to staff, and verbal communications. Information dissemination was indeed an on-going process. Each group was given feedback at every opportunity that availed itself. Lines of communication remained open throughout the course of this practicum.

PRACTICUM DISSEMINATION

Community apathy is a national urban concern, and Washington, D.C. is no exception. The program implemented by the practitioner will be initiated as a prototype for the Anacostia Region (Region I), which is composed of thirty schools and 30,000 students. There are five additional regions in the city system. An effort will be made to launch this practicum concept in the five geographical regions. This concept would not require additional funds or personnel, which should make it even more appealing during these austere times.

A special effort will be made to have the practicum concept adopted by:

PTA Congress - this is the parent body of all the local school PTS's.

Anacostia Area School Board - composed of thirty-six elected parents, teachers, and community persons. On this board sits the Ward 8 representative to the city School Board and, also, the city School Board President.

Fellow principals - who are similarly concerned about the problem of apathy in the schools and the greater community.

PACTS office - an office established by the current Superintendent of Schools to facilitate decision-making and understanding throughout the community. This acronym represents parents, administrators, community, teachers, and students.

SUMMARY AND CONCLUSIONS

The practitioner's major objective was to reduce student apathy and to reduce apathy on the part of parents of students enrolled in Hart Junior High School. The practitioner's data show that student and parent apathy was reduced as determined by observations and evaluations of data gained from the various manifestations of apathy.

The data indicate that such an effort can be used in any system where schools are plagued with apathy. If this effort is repeated by another system, it should yield a significant degree of success in reducing apathy.

The more students, parents, teachers, and concerned community residents are involved in the educational process, along with strong leadership traits being exhibited by the school administrator, the more successful the educational program is likely to be experienced at the junior high school level.

The Support Team and the Advisory Group will be permanent groups within the school, although representatives may change from year to year. Special emphasis will be placed on the incoming seventh graders in an effort to "head-off" potential problems. Hopefully, by working with the incoming seventh graders, the problems caused by apathy will be greatly reduced throughout the school as each seventh grade class is promoted.

Implications

1. Involvement of students in the entire school program increases interest; consequently, decreases apathy.

2. Students seem to respond positively in proportion to the interest and concern shown them.

3. Students appear to reflect their parents' attitudes toward school. If the parents are negative or apathetic, the children have a tendency to show those traits.

4. Special efforts must be made to get parents involved in the total school program if apathy among students is to be sufficiently reduced.

5. This is a continuous process. Some program must be instituted for each new group of seventh graders and their parents unless a program is begun in the elementary schools.

6. The problem of apathy is the concern of the entire community and must be dealt with simultaneously by community residents, parents, and schools.

7. There seems to be a direct correlation between class-cutting and cases of vandalism. When students are accounted for (in classes or where they belong at a specific time), the number of cases of vandalism decreases.

Recommendations

1. That a permanent Support Team or Task Force be formed to make observations and recommendations concerning habits and/or patterns in each incoming seventh grade class at the end of September. This may enable administrators and other personnel concerned to solve minor problems before they become major.

2. That the school teacher with the P.S.T.A. organize a special committee or team to develop programs to get parents involved in the total school program.

3. That small group sessions of students be organized with different members of the Support Team early in the school year so that problems and concerns can be discussed.

4. That an orientation assembly be held for incoming seventh graders where the various organizations are presented and qualifications for membership are discussed.

5. That special section awards (banners) be given to the sections (one on each grade level) with the highest percentage of students on the honor roll--Scholarship, the highest percentage with A's in citizenship, and the highest percentage with perfect attendance. These would be awarded at the end of an advisory (marking period) and would be displayed in the section for the following advisory.

6. That all schools in Region I adopt this or a similar operation to alleviate apathy in the schools and communities of southeast Washington, D.C.

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APPENDIX

Ms. Chase's Article
D.C. Gazette

Award-Winning School Paper (Sample)

Staff Development Agenda for Staff

Assessment Reports 1972-73

Church Communiques (Examples)
Re: Announcements

1973 Outline of Staff and School Problems

Student Profile (Sample)

Inside junior high

ANNE CHASE

FOR an outsider with no formal background in education except eighteen years of nursery school, grade school, high school etc., a visit to a DC junior high school is illuminating, frustrating, encouraging and discouraging. I chose Charles Hart Jr. High in Anacostia virtually at random. I had never heard of it, and spent 15 minutes looking for it on a city map after I was invited to talk to a history class of eighth graders. When I got there the first time, I was, to put it mildly, nervous. Urban school systems enjoy a press rating about on a par with Nixon's. But, aside from a few students hanging around in the office, the school was quiet, grafitti-free and the students I spoke with were lively, well-informed and accurate judges of human behavior. There were no roving bands of terrorists, no evidence of rapes or muggings. Hart is, in fact, just a school.

The principal agreed, reluctantly, to let me come. He explained that Hart had been unfairly treated by the press in the past and that it hindered the positive image the teachers and administration were trying to create. Once I was there, he gave me free run of the building and allowed me to follow one of the assistant principals around until I could find my way.

Hart is a basic 1950's style school building - red brick, square, it would not be mistaken for anything but an electric substation. It is attractively landscaped and has more potential recreation space than most of the other shcools in the city. Potential as yet unrealized because there is no money to develop it. The surrounding neighborhood of detached single family homes and newer three and four story garden apartments runs downhill from Martin Luther King Avenue. It had 1856 students, 86 teachers and a traditional educational program. Seventh graders take English, United States geography, general science, math, physical education, art, music, home economics and shop. Eighth graders take English, math or algebra, general science, world history or US history, French or Spanish, physical education, typing, home economics and shop. Ninth graders take English, geometry, general math or business math, general science or biology, US civics or Afro-American history, French, Spanish, art, music, typing, home economics, shop and physical education.

A visitor notices some things immediately, but the reasons do not present themselves for several days. The administration sets the average class size at 35; in fact most classes have about 20 students. A few classes are so jammed the visitor takes the last seat.

An interdisciplinary approach prevails at Hart, with all teachers emphasizing English. Science students must write reports on blacks who contributed to medical advancement; math students must turn in brief biographies of mathematicians, geography students have lists of vocabulary words to memorize. Afro-American history requires that the students read the newspaper and keep a scrapbook of stories pertaining to blacks.

The students themselves are fearfully concerned about the future. To a student, one history class subscribed to Henry Ford's saying that "history is bunk." "We can't look forward to nothing, because it's already happened, " one declared. "Slavery doesn't affect what happens now; they should be teaching us about the new processes." When I asked them if they thought the civil rights movement of the sixties had an effect on their lives, they denied it. When I pressed the point by saying what if the freedom riders and Martin Luther King had just taken things easy and hadn't fought separate facilities, they responded with irrefutable logic. "Yeah, well, they did, so what's the fuss?" Nor was black history any better than white history. Indeed, it was hard to see much of these supremely self-confident flashy children in a film portrayal they had just viewed of an over-earnest Booker T. Washington (whose philosophy they probably would have agreed with) or with the traditional picture of the timid freedman approaching the school house with his cap in hand.

Classes in which the subject matter rather than the teacher's personality holds the students' attention are those that require immediate mastery of skills and produce a visible end product, like typing ("you learn how to type, you ready for a job"), shop and home economics. Kids work away at their sewing machines and tell other students cruising around the room to get lost. Even though a less structured environment than a regular classroom provides more opportunity to act up, the opportunity is not taken.

The classes with the best attendance are those whose teachers have been able to channel the students' sense of immediacy into such rigorous academic subjects as biology and algebra. Teachers who have been able to convey to their students that their education is for them and not the teacher play to packed houses. Hart students are a critical audience, and they vote with their feet, not walking into classes that don't interest them.

Two teachers explained their rapport with the students. "For the first nine weeks of school they hate me, because I insist they come to class and I make them work. I send notes home to their parents; I make them come in early; and I keep a file with the telephone number of every child in my class. That way I catch problems early. The kids have my phone number and I have theirs. If they need to know how to do a problem, they can call me any time."

The Spanish teacher agrees. "My students are really very good. They pick up things very quickly and it proves you can give them as much work as you want to. My insistence on spelling has improved their own English. In the beginning they hate you because you give them work, but now they respect me, come to me. You have to give them something challenging, relevant – stress things they can use."

The students and their teachers are in close accord. "You learn more in her class. . .she takes time to teach you. . . you do something different every day. . .you know she'll get on you if you don't do your work. She's not hard; she just wants you to do your work."

(Please turn to page 12)

JUNIOR HIGH CONTINUED

"Some of the things we just learning we should have learned long ago. Our class has had trouble with fractions and percents. We should have learned that in 7th grade math. The teacher would just give you some paper and tell you, 'Do it.' He wouldn't write anyting on the board or show you how to do it."

"Some teachers if they find out you cutting their classes, they fail you for an advisory. Not her. She'll straighten you out herself, not send your name down to the office. Only way you can fail her is not come to classes -- or just sit there and look dumb. She gives people chances. You go in and see her when you're having problems."

Although children can be suspended for cutting classes, teachers, in general, will not spend their time tracking down students who don't come. This is not to say the teachers don't care. They do. But many times a teacher is faced with the option of compelling one child to come to class (assuming he can find him) and then coping with that child's disruption of the other thirty students, or letting well enough alone. Amazingly, one teacher's hellion is another's model, or at least average, student.

One of Hart's assistant principals, a man who is the victim of a certain amount of good-natured bitching from his students, talked about the disparity in student behavior:

"The relationship that exists between students and teachers is what makes education. If you don't have that relationship, money doesn't make any differnce." Although many truants and discipline problems establish good relationships with one or two of their teachers, this administrator, unfortunately, does not see that sense of trust and respect for one adult growing into an overall acceptance of school.

"Whenever I read a biography or autobiography of some genius who didn't do well in school, like Winston Churchill, but who blossomed later on in his life, I think of all those geniuses who never succeed because they don't receive the necessary outside stimulus. It makes me determined that some way we have got to bring in the kids who aren't being reached by traditional programs.

"We have kids who can't read who are dynamite artists. We need to be able to pull them in under art and work on improving their other skills using a subject they excell in, so they aren't afraid to try. We need to be able to have other classes in English -- that's not English. Let the kids write poetry. Find whatever it is that turns them on and work from that angle."

He discussed plans for integrated 7th grade English curriculum that he hoped to begin in the fall, exchanging teachers in different subject areas in order that teachers who particularly enjoyed some aspect of the English program might switch from class to class and share it with all the seventh graders.

Teachers I talked with said they rarely discuss a student's problems with another teacher. One teacher suggested it was due to a reluctance to get into a nother teacher's subject area. As a result, every teacher has to find out for herself that a kid can't read. Also, some truly talented students aren't getting the recognition they deserve. One girl writes poetry of startling originality and force for her own enjoyment and only the music teacher knows anything about it. Other staff members remembered her as someone with a bad attitude.

One junior high school administrator in the DC system said that the problem of discipline and of students falling through the cracks, which reaches mammoth proportions in junior high school, might be alleviated if the schools were to allot a half day per month to teacher conferences, so the teachers could find out who couldn't read, who wan't coming to class and who was able to control that unbelievable in 13B.

Reading, it is frankly admitted, is a problem. Seventh grade teachers estimate that most of their classes read at about a fifth grade level. The staff says that anywhere from 30% to 70% of the students can't read at grade level. Reading might not be so much of a problem if the students had their own text books. In some classes there are only enough books for a classroom set, so the teachers cannot assign homework. Other classes didn't even have enough books for every student to use in class. This of course, has nothing to with the individual school. It is a budgetary and administrative problem, pure and simple, and it happens all over the city. One morning in the teacher's lounge, a staff member drily explained that the system had no money for books because the school board spent all the money paying off superintendents who had been fired before their contracts had expired. One teacher coped with the problem by having students buy paperback books for home reading. Three children in her class told me they preferred reading to watching TV.

A teacher who had been at Hart for ten years and enjoys a close relationship with many students suggested, "I think we worry too much about remedial reading and what's happening to the students now. I'd say that if you look at these kids after they get out of school in ten years, you'd find most of them working in jobs where they're secure and happy and they don't have to worry about their futures. One boy couldn't hardly read - we considered him only an average student; now he's building bridges in Chicago. One boy cut classes all the time, but he always came to gym - now he's assistant basketball coach at one of the major schools in the midwest. He's only 21-22 years old. They go into really diverse occupations. Some kids I know are in law school now, some become policemen, firemen. They do all right."

Many Hart students are musically talented. The choral group sends shivers down one's spine. One of the music teachers has set up an educational theatre in which students perform their own plays and poems, write, direct and film movies and learn about the technical aspects of the performing arts, like lighting, sound equipment and special effects. His students have been invited to perform at an Afro-American writers' workshop at Howard. One boy came into class with a copy of the student newspaper which he was obviously have trouble reading and asked the teacher about an item on copying music that the teacher had written. When the tune was played on the piano, the student sang along, following the tune through a number of variations.

A ninth grade English class was rehearsing a "Senior Extravaganza." Although the plot was pretty typical, "What Will Hart Students Be Doing in 1995?," individual kids displayed a surprsing amount of inventiveness and stage presence. One boy announced, in his role as standup comic, that he would do an imitation of the principal. The principal is a rather austere, reserved individual, in no way a figure of fun and not the easiest man to imitate. The student, however, parodied the administrato's slow, eighty speech with an excellent sense of timing. Many of the girls in the class sang. One young woman performed first a modern dance of her own invention, featuring a sort of stylized bump and grind, punctuated by modern dance excercises,to the tune of "Love Me in the Morning," then sand "Voulez Vous Couchez Avec Moi?" and really put some guts into it. While many of her class mates were diffident and shy, she had stage presence and considerable athletic ability.

Some teachers rely heavily on classwork, collages, film and other show and tell activites; others merely lecture. The best teachers try to draw the most uncommunicative students into a discussion and aren't so interested in finishing the lesson plan that they can't flow with the class if the students are really on to something. A few classes are an absolute zoo. The kids run wild and the teacher is powerless to deal with them. Naturally, what the visitor sees in May is the result of eight months of laying down the law or the lack of it. Only a very few candidates for sainthood in the teaching profession at Hart seem to be able to reason effectively with a 14 year old. Their rooms should be dipped in bronze when they leave. The other teachers keep the room quiet so at least the students can hear them by operating on an either or basis: "Either you bring your book, your pencil and your body to my room and be quiet or I'll fail you." It seems to work. The classes are well attended and in an informal favorite teacher poll came up with two winners who don't stand any guff from their students. A student told me that people who didn't behave should be stood in a corner and told to count the bricks. The junior membe of the house of Hart are not big fans of permissiveness and they know when they aren't learning anything. Several students said that the school was too easy.One girl, in the midst of a chaotic math class, commented, "When I was in 6th grade, I ain't never see the sun. I had homework every day. Here, we don't get nothing."

After I started going to Hart, I found that it had a reputation as one of the worst schools in DC. When I told students I was a reporter, the almost universal comment was, "You gonna write a bad report on us?" The principal explained he was working with his staff to try to fight negativism and make the students proud of the school and of themselves. Indeed, the parents are aware of the situation and determined to correct it. The PTA meetings average over a thousand people. Staff members spoke of the parents' dedication and effort in working on Title I programs. The students are proud of the school; in an award ceremony for excellence in the arts which took place at the school, the kids went crazy when a Hart boy won an award. On the other hand, the track team had been enjoying a good deal of success, but the administrators didn't know what their record was for the year. There's a communications problem between everybody. There seems to be a need for information to circulate better, for people to tell their co-workers what the score is, for teachers to tell the students what's going on and vice versa.

Hart has good teachers, impressive administrators and bright kids. It also has, like any organization, some real nebishes. One teacher told me, "There are people in this building who have told me, 'These children just can't do it. They aren't capable.'" That is rubbish. There are people in the teaching profession who can't teach. Some of them are at Hart and some are at Harvard. The results are just much more painfully obvious in a game where the players start with less.

I close with a quote from one of Hart's assistant principals, Mr. Optimist:

"People must reach a point where they begin to see themselves as winners. If they believe that they are winners, they can do anything; fail time and again and they'll still try. It's a religous fervor. That's got be the whole spirit of the a school, of a faculty. Goddamn it, we are great. There has got to be success. You have to show them successful models, and then when they have the success feeling, they will succeed. They've heard they are bad, all their lives. Now they need to hear something positive."

Some Hart students are succeeding right now in a traditional academic situation. There are a lot of other people who are slowly getting it together. Their cheering section needs help.

Mrs. B Fortenberry and Seniors
Go On College Tour

SENIORS OBSERVE COLLEGE DAY

Mrs. B. Fortenberry (9th grade Counselor) and ten ninth grade students met at Ballou High School and from there went to the D.C. Armory to participate in College Day activities on Thursday, April 17th.

Representatives from various colleges and universities were there. Students were able to discuss the college or university he/she wanted to attend with a representative of a particular institution. Students received pamphlets that outlined the requirements for entrance to the college they wanted to attend.

(Story continued on p.14)

THE HART INFORMER

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HART JR. HIGH SCHOOL
Washington, D.C. 20032
MAY/JUNE ISSUE

SENIORS: SETTING THE PACE

On Thursday night, May 8, 1975 at 7:30 p.m. the multi-talented, versatile seniors left their imprints at Hart Jr. High School, with only a few weeks left until graduation. The first "Senior Extravaganza" was held. Broken into many parts the Extravaganza included songs, dances, comedy, and drama.

Mistresses of Ceremony, Sheila Jones and Cynthia Pannell led the way by looking into their crystal ball to see what the 1975 Hart graduates would be doing twenty years from now.

John Avant was projected as a night club owner having as guest stars many Hart students: Joe Ann McArthur and her Funky Stuffs (Donna Burton, Paula Wingate, Jackie Monroe, and Carolyn Walden), Donna Jappa, Barbara Mauldin, Tina Boggan, Jean Jackson, Sharon Chandler, Melanie Coleman, and LaLani Duval.

The next segment of the program showed lovely, gracious models Conchita Meeks, Jocelyn Boyd, and Thomasina Kirkland in swimwear and gowns. Keith Allison, a versatile young Scorpio, was Thomasina's escort in her formal attire.

Veryl Howard, Teresa Wright, Barbara Mauldin, Melinda Long, and Tina Boggan created a dance off "Slipping Into Darkness".

Direckson Nutt and Lydian Thomas modeled outfits that they made in Mrs. O. Williams' home economics class.

Gymnasts Anita Thompson and Carol McCargo delighted the audience with their gymanstic abilities at cartwheels, splits, and rolls.

Drama was provided by Sharon Wade and Miss Price, an English teacher. Sharon's selection was from Prissy, her own novel.

Skits were dramatized by Fred Williams, Ricky McDonald, Lolita

(Continued on page 14)

Science Students Enjoy
the Fresh Air

SCIENCE STUDENTS OBSERVE NATURE

Mr. S. Manley (science teacher 100R) took his seventh grade classes outside on Hart's Field on Friday, May 9, and on Monday May 12 in order to intercorrelate man with his environment through fun-filled experiences.

Students are taught to appreciate the magic of nature through actual observation and pure experience in an effort to perpetuate an abiding interest in the fields of science.

Mr. Manley states, "The underlying goal is to protect learning as an enjoyable experience; to instill initiative as the primary stimulus towards furthering one's education, thus providing a self-elevating mechanism in the individual for fulfilling the historical dream of our people... the education of the masses".

DANCE GROUP WIN AWARD

On Friday, April 25, Mrs. Barbara Sizemore, superintendent of D.C. Public Schools, presented an award to Mrs. M. McGill and the Modern Dance Club for the creative dance performed by Robin Grant (9-203), Veryl Howard (9-205), and Patricia Crosby (9-208) at the S.E. Arts Festival held in the Hart Auditorium.

Congratulations go to Mrs. McGill for forming such an outstanding Modern Dance Club. She first began organizing the Dance Club in 1960 and has been in charge of one every year. She owes her teaching and dancing talents to a woman named, Erika Thiney.

So far the Dance Club has also performed twice at Howard University, the Ninth Grade Talent Show, and the Police Club Community Meeting.

Tracey Legion, an eighth grader, has been dancing with the club for two years. She has recently been accepted to the Western School of Fine Arts.

Members of the Dance Club are: Shiela Barnes, Carolyn Baylor, Felicia Bell, Towana Davis, Pamela Edge, Robin Grant, Tina Harley, Kathleen Houser, Veryl Howard, Angela Jones, Tracey Legion, Marita Michael, Michela Moore, Carol Murphy, Veronica Pickett, Rox Sandra Pratt, Donna Sherrod, Tonya Singleton, Monica Stevenson, Patricia Crosby, and Valerie Fields.

Mr. Topps Science Class

STUDENTS LEARN!

Mr. A. Topps, science teacher 116R, has been teaching his classes a unit on aerospace science from May 1st - May 9th. Activities included general vocabulary, experiments, hidden word games, and a project which dealth with Black scientists.

Mr. Topps, for enrichment, showed a variety of films on drugs in society. Also a guest speaker, Miss Kitty Gains of the Washington Gas & Light Company gave a report on natural gas.

The students are also studying chapters from "Pathway in Science".

Other films which have been shown are: "Unknown" which dealt with unexplained scientific themes, "Code Blue" viewed Blacks in medical professions, "Riddle of Heredity" was about cell structure, and "Our Friend the Atom" discussed atomic power.

MR. J. BELL

STAGE 32 CREATE TALENT

As of May 15, the Stage 32 Educational Theater Company under the direction of Mr. J. Bell, sponsor, have been preparing for a production consisting of a dramatization of several songs and poems written by the students as well as by popular professional artists during regular and outside class time at Hart.

Some of the works which are being performed are: "Living For The City", Gran Ma's Hands", "Garbage Can by Donna Tinker, "Song, Why Did You Leave Me Like This" by John Coley and a song poem by Philip Brown.

Stage 32 is a cosmopolitan think tank which aims to include the Black perspective in the great scheme of things.

Mr. Bell states, "It is a crime that black thought has been systematically left out of literature, theater, and the mass media of communication. The world suffers a great loss when the contributions of black people are ignored. Stage 32 is not guilty of racism simply because we address ourselves to the beauty of blackness. We are a society of world travelers seeking peace through understanding in the universe. We strive to project this attitude through meaningful productions written, produced, and directed by students of the House of Hart --- Kuumba (Creativity".

PROJECTS DECORATE ROOM

Miss C. Coleman's (110R) World Civilization classes made elaborate crossword puzzles for their advisory projects which were due on May 8th.

Students chose any 100 words from a list of 700 vocabulary words which they have had during the school year. This was an excellent way to expand their vocabulary using words related to world history.

Miss Coleman said, "The students really did an excellent job".

She has beautifully decorated her walls with some of the puzzles.

★★★★★★★

137 WIN IT ALL

In a game which really tested the academic skills of students on May 16th, Mrs. Gibson's 137 homeroom with Jacqueline Kinlow, Robin Brevard, and William Davidson at the wheels soared to 320 points over Mrs. Holman's 204 group.

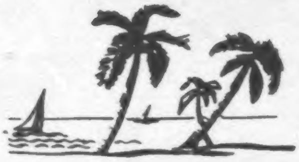
Representing the 204 team in a futile attempt were Vernon Brooks, Sheila Jones, and Daniel Gray.

The winners walked away with a gigantic trophy in green and gold. They also received personal achievement figures, necklaces with "It's Academic" written on the front; their names on the back. In addition the three young winners will be taken out to dinner.

The second place team won the academic plaque, necklaces, and gift certificates to a hot shoppe.

The other teams that made the playoffs --- 203, 205, 224, and 309 also received "It's Academic" medals.

Mrs. L. Boyette and Mr. S. Manley received gifts for their continuous participation.



SENIORS ROLLING OUT TO FLORIDA

Hart Jr. High School's graduating class will be going to Daytona Beach, Florida for their 1974-75 class trip on May 21st and will return May 26th.

Fifty-five students and teachers will be on this trip. They will visit educational points of interest as Bethune Cookman College and the Kennedy Space Center. Recreational points will be Disney World, Cypress Garden, and Marineland.

Many thanks go to Mr. C. Contee, Mrs. P. Lucas, Miss B. Holt, Mrs. M. Parham, and Mrs. J. Jackson for sponsoring this trip.

COMMENCEMENT

Graduation exercise will be held at the Panarama Room, 1600 Morris Rd. S.E. at 10:00 a.m. on June 3rd. The guest speaker will be Mr. Julius Hobson, Jr.

THE PROM

The senior prom will be held June 3rd at Byrne Manor from 9:00 p.m. - 1:00 a.m.

Tickets will be on sale daily in Miss W. Price's room (209). Tickets are $6.00 single and $10.00 a couple.

"Future Function" will play for this occasion.

PICNIC

The senior class picnic will be held either at King's Dominion or at Lake Fairfax on June 5th.

EDITORIAL:

Mary McLeod Bethune

(1875-1955)

-by Cynthia Pannell

Mary McLeod Bethune was an educator and humanitarian. She was born in Mayesville, South Carolina. Her parents were Patsy and Sam McLeod. Mary was the middle child of a family of seventeen.

She was called by the White House to serve as head of the Colored division of the National Youth Administration in Washington, D.C. She helped to find the Bethune-Cookman College in Florida.

THERE ARE TEACHERS AND THERE ARE TEACHERS

-by Jacqueline Kinlow

There are teachers who
  don't really care about pay;
Just caring that each student has
  learned something each day.

And. . .

There are teachers who
  live for that very day;
That they are to receive their
  bi-weekly pay.

There are teachers who
  are creative in mind;
Searching for talent in students
  that they themselves cannot find.

And. . .

There are teachers who
  misplace their things;
And can not wait
  'til the dismissal bell rings.

There are students who
  think and toy with their minds;
They want to be ahead
  and not far behind.

And. . .

There are students who
  run through the halls;
And into every room
  a name do they call.

There are students whose
  competitive spirit carries them through;
Whose bodies are always
  busy in everything they do.

And. . .

There are students who
lag around and slouch in all that they do;
Their bodies are in hibernation,
  and their minds are too.

THE HART INFORMER

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Member, Washington Scholastic Press Association

Member, Columbia Scholastic Press Association

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Speak Out

WHAT DO YOU THINK OF THE BOARD OF EDUCATION'S DECISION TO FIRE SUPERINTENDENT OF SCHOOLS, BARBARA SIZEMORE?

I think that Barbara Sizemore is a very good superintendent of schools. Because she is doing what is right for the schools, people are trying to get her fired. I think that they are wrong. She should stay because whoever they get in place of her, might make things worse for the school board and the schools.

-L. Battle

I think that the Board is trying to get rid of Mrs. Sizemore because she spoke the truth. They haven't given her a chance. I think that they should give her a chance to show she can work for the school board.

-D. Carter

I think that the Board shouldn't fire Mrs. Sizemore because she has done a good job working in our school system. They just want to fire her because she's trying to help the Black students learn on the level that they can learn best. Another thing is that they want to fire her because another lady, by the name of Virginia Morris, thinks that she can do better. I think that if they give Barbara Sizemore another year, she'll have our school system in good condition.

-C. Edwards

Superintendent Barbara Sizemore endeavors to improve the Washington school system.

I think that Mrs. Sizemore should be fired because she made us go to school in the snow. The teachers had to drive to school in bad weather. Also, we only had three days for our Easter vacation.

-R. Franklin

I think that the Board should fire Mrs. Sizemore because I don't think she's treating the schools right. Easter we used to get ten days out, but we now get three. When heavy snow falls, other schools stay home while we freeze coming to school. If she wants to improve the schools, she should start by trying to get somebody to clean them.

-N. Jones

I dislike Mrs. Sizemore because she wanted the teachers to work an extra forty-five minutes. I guess she doesn't know that teachers get tired after they teach all day long. She also wants the students to get out of school in August, but she must be crazy!

-V. McNeill

honor roll

ROSTER

3rd
ADVISORY

7-100R

Anthony Dunn
Sharon Best

7-102R

Lyons Blair

7-103R

Gary Wiggins
Alicia Montgomery
Michele Hackney

7-104R

Deidre Humes
Charles Brown

7-105R

Nina Pope
Francis Hinnant
Pamela Nelson

7-110R

Leslie Aiken
Leticia Monroe

7-111R

Angela Horton
Angela Riddick
Shirley Ross
Sheilia Williams
Reevette Davis
Angela Johnson
Towanda Wright

7-112R

Arlene Boyd
Veronica Edge
Laverne Heade
Sharon Miles
Cynthia Mickle
Cheyrl Whitaker
Ouretta Wright

7-114R

Angela Bryant
Juanita Howard
Angela Jones

7-115R

Jonothel Shaw
Phillip Waverly
Tracie Peterson
Sharonette Dawson
Joyce Abney
Victor Wheeler
Tracee Simpson

7-117R

Robert Wynn
Steven McDonald
Gleia Clark
Archie Rosser
Robert Abney
Debra Brown
Pamela Young
Slyvester Alexander

7-119R

David Marshall
LaGina Stokes
Reginald Montgomery

7-120R

Pamela Smith

7-121R

Judy Abney
Pamela Beverly
Cynthia Lewis
Adneatria Parker

7-122R

Lillian Pearson

7-127R

Felecia Bell
William Bradford
Jeanette Ferguson
Pamela Lucas
Tonya Montgomery
Patricia Smith

7-129R

Angela McCoy
Donna Michael
Clinton Ray
Donna Sherrod
Jean Womack

7-131R

Robert Douglas
Raymond Ross
Anthony Shepherd
Denise Bethea
Terrance Wilson

7-133R

Cheryl Joyner
Cynthia Bond

7-134

Sherry Burton
Michela Moore
Sheron Wilson

7-225

Michael Best
Glen Brown
Anthony Parker

3rd
ADVISORY

8th GRADE
&
9th GRADE

8-101

Kathleen Houser
Vicky Corum
Darlene Wallace
Gena Milton

8-104

Cecelia Blackwell
Vanessa Canady
Kadena Clark
Sandra Dean
Vernerdette Webb
Karen White

8-110

Denise Douglas
Earl Grayson
Wardell Parker
Karen Tapscott

8-119

Pamela Butler
Victor Butler
Lisa Dade
Clara Hunter
Myrna Jones
Dinah Turner

8-138

Cuetta Mahoney
Tonya Singleton
Pamela Johnson

8-201

Mary Maziarz

8-205

Karlyne Payton
Alan Stancil

8-206

Deanna Alexander
Karen Cunningham
George Marshall
Deborah Neal

8-207

Sandra Coleman
James Hawkins
Leroy West

8-220

Sallie Epps
Eugene Kinlow
Carol Matthews
Terri Muse

8-302

Rita Francis
Marion Younger

8-307

Pearl Brown
Michelle Johnson
Carol Reid
Laura Waters
Carlton Wood

8-308

Barbara Pugh
Andre Totter
Gail Lucas

9-204

Sheila Jones
India Kirby

9-209

LaTonya Sellers
Dirickson Nutt

9-215

Tina Scipio

9-217

Robin Reeder
Rhonda Hambrick

9-221

Edward Chubbs
Wanda Terrell
Denise Scott
George Hazel
Cassandra Collins

9-226

Johnnie Lewis

9-303

Linda Bennaugh
Terri Biddiex
Pamela McKinley

9-310

Melanie Coleman

9-317

Nathaniel Cane
Linda Dabney
Frank Davis
Sharon Page
Christopher Marbley

Outstanding

JACQUELINE KINLOW 9-137
Editorial Editor
Leo

Activities: Modern Dance, Junior National Honor Society

Likes & Dislikes: I like and admire people who try to do things for themselves and other people. They seem to get along better with people. I dislike people who don't do anything and try to keep others who have a good chance of making it down.

What people don't realize is that they are SOMEBODY. If they thought enouth of themselves to do better, this world would be a better place. I think that journalism is like that. You can express your feelings; be them happy, sad, angry, hurt, or painful. It increases your talents and belief in one's self.

I've always tried to do the best that I could and will continue to do so. Where I am going, or at least intend to go is into a field where the amount of education you have will count. At the top of my list is to be a civil rights lawyer. I would help people who have been discriminated against. But . . . if my client should have to go to jail, it would be a hard blow to overcome. It is something I would have to accept. You win some and you lose some.

If I should decide to be a neurosurgeon, I would deal in very delicate, technical, yet life-sacing operations. Yet one little slip could be the difference between life and death. This is why the neurosurgeon is the most respected in the field of medicine. If I should lose a patient it would be like a continuous cold slap in the face. This too, would be something I would have to take as it comes.

You may have noticed that the above mentioned fields are challenges. Something I've always wanted to overcome are areas that deal in the right or wrong and life or death.

Journalsim is a safer field to pursue. Yet one might decide to kill you over something not too pleasing to them. When you write as a profession, you project feeling and facts on paper. For someone to identify with something you have written is one of the greatest compliments in journalism.

Senior Journalists

FRANK DAVIS 9-317
Photographer
Scorpio

Activities: Anchorman WHJH News, A.V. Technician, Stage Crew Member, NYC Member

Likes & Dislikes: I like friendly people and I can't stand "showoffs".

My future is not far ahead of me and I have set many goals for myself. One goal is to go to a good college where I can go into medicine and prepare myself for life. After I graduate from college I plan to become an intern at a good hospital. From there I hope to be at a good hospital and do what I must do.

I plan to save my money so that I will be able to get away from it all when I feel tired.

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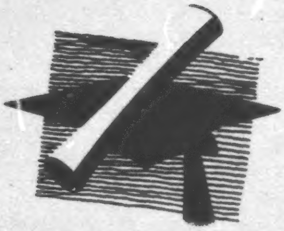
Graduating Sen-



Activities: Second Runner-up in the Mr. & Miss Afro Hart Pageant and Mistress of Cermonies in the Senior Extravaganza

Likes & Dislikes: I like to learn, and I dislike people who make it to the top and look down on others who haven't made it.

CYNTHIA RENEE PANNELL
News Reporter
Sagittarius

I feel that Hart Jr. High School is a beautiful place. It is the people who make it ugly and dislikable at times. I hope that next year that the seniors will be able to really get it together and make Hart a more beautiful to school.

Activities: WHJH News Announcer, Stage Crew, Softball Team, and Ping-Pong Tournament

Likes & Dislikes: I like all sorts of sports, such as, football, basketball, and baseball. I think that the best sport I really like to play is ping-pong because I've had more experience in playing it than in any other sport. I was also the ninth grade ping-pong champion.

There aren't too many things that I dislike because I don't let things pile up on me.

In the future I plan to finish school and further my education in sports. I would like to become a sports' announcer because of the experience I've had on WHJH News here at Hart, I think that this field would be very interesting and fun.

DWAYNE THOMPSON
Sports Editor
Taurus

PICTURE

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JEROME CARROLL - News Reporter - Aquarius

Activity: Student Council

Likes & Dislikes: I like to be in peaceful places such as the country. I dislike being around too many people.

I think the Hart Informer, at first, didn't have a very strong beginning, but it proved to be better when it placed fourth in the Columbia Press Association. Also more people are buying it now.

ior Informers

Capricorn -

Activities: Hart Band, and Melvin Deal African Dance

Likes: I like food and work.

JANIS LEWIS
Roaming Reporter

I think that the Hart Informer is the best newspaper that has ever been published at Hart. I've also enjoyed working on the staff.

BARBARA MAULDIN
Columnist

Libra -

Activities: It's Academic and Senior Extravaganza

Likes & Dislikes: I like parties, picnics, food, and boats. I dislike loud people.

I feel that I have learned quite a lot since I've been here at Hart. I will be glad to leave to go on to higher learning.

Senior Extravaganza

SENIOR CLASS SUPERLATIIVE

as read by Marcia Brooks, Senior Class President
on May 8, 1975

MOST COOPERATIVE - Frank Davis, Kim Graves, and Wanda Lewis

MOST HELPFUL - Donna Jappa, Frank Davis

MOST POPULAR - Tonya Payne, Keith Allison

MOST ATHLETIC - Mary Washington, Thomas Allen

MOST DEPENDABLE - Marcia Brooks, Frank Davis

SHORTEST - Cathy Tunstall, Billy Byers

BIGGEST FLIRT - Michelle Bland, Strickman Childs

MOST LIKELY TO SUCCEED - Barbara Mauldin, Frank Davis

MOST TALENTED - LaLani Duval, Vernon Brooks

CLASS CLOWN - Lavonne Cozzens, Harold Ridley

BEST DRESSED - Cheryl Jones, Direckson Nutt

MOST ATTRACTIVE - Cheryl Jones, Ronald Coleman

MOST VERSATILE - Veryl Howard

MOST CONGENIAL - Jackie Kinlow

BEST AFRO - Sharon Wade, Kim Graves

BEST DANCER - Tania Payne, Keith Allison

THE TALLEST - Michelle Williams, Anthony Martin

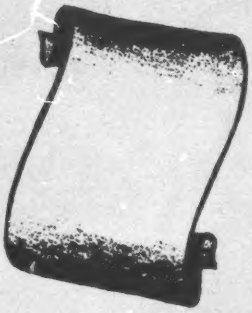
MOST COURTEOUS - Peggy Ness, Kenny Shaw

THE LOUDEST - Sandra Smith, Keith Allison

THE QUIETEST - Wanda Lewis, John Coleman

THE CUTEST - Robin Kato, Direckson Nutt

THE HANDSOMEST - Kenny Shaw



SENIORS LEAVE LAST WILL AND TESTAMENT

by Sheila Jones

The seniors leave their last possessions behind to seventh and eigth graders:

I	Leave My	To
Alvin Jenkins	Athletic ability	Curtis Hill
Sheree Murphy	Big mouth	Karen
India Kirby	Accuracy	Theodore Kirby
Sheila Jones	Knowledge	Kathy Jones
Deborah Giles	Ability to be in "It's Academic"	Will Giles
Darlene Darby	Smartness	Robin
Paulette Burrell	Shortness	Merdia of 3rd St.
Kim Graves	Ability to run track	Tony Walls
Sandra Smith	Locker	Denise Sellers
Charlene Davis	Big mouth	Angel Perkins
Donna Fletcher	Brain	Robin Fletcher
Joyce Lowery	Ability to scream	Sheila Williams
Lydian Thomas	3rd Advisory report card	Gwyn Parker
Jocelyn Boyd	Sense	Veronica Moody
Jackie Kinlow	Editorial ability	Edward Butler
Anthony Martin	Height	Kirle Little & Reginal Fuqua
Antoine Ashe	My ability to glove	Wendell Holt
Calvin McNeil	Magic act	Cynthia Wright
Michael Jackson	Stage crew knowledge	Leroy McClough
Robin Brevard	Eyebrows & Brains	Rodney Edge &Anthony Stude,
Ricky McDonald	Comical acting ability	Cornelius Jackson
Johnny Murkham	Ability to do good in everything	All the Underclassmen
Janis Lewis	Homeroom teacher	Patricia Lewis
Vernon Brooks	Singing Ability	James Janman
Pameia Tinson	Teachers	Kim Tinson
Tina Scipio	Unfair grades	Sharonetta Dawson

Continued

SENIORS: SETTING THE PACE

(Continued from p. 1).

Butler, Jackie Mundell, Keith Allison, and Gerald jones.

Additional singers who captured the packed auditorium were Chandrai Jackson, daughter of Mrs. J. Jackson, math teacher, with her rendition of "Ben"; LaLani Duval, Sonja Duhart, and Vernon Brooks.

Three eighth grade young ladies, Sheila Barnes, Tonya Singleton, and Kathleen Houser won the audience with their colorful creative dances. Sylvia Williams symbolized Hart students who will marry in the future by modeling a lovely white wedding gown with Keith Allison as her groom.

The stage was beautifully decorated by Lydian Thomas, Gwen Parker, and Valarie Whitehead.

Door prizes of a calculator, two pendant watches, an album, a plant, and two Jackson cocanut pies were given away.

Music was provided by the band "3000 A.D.

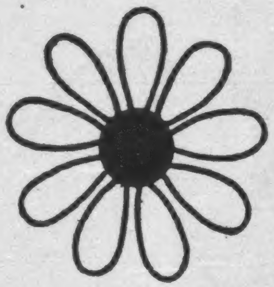
It was a fun-filled gala affair which parents and students seemed to enjoy. The surprise, however, was that the MICROPHONES WORKED!

SENIORS OBSERVE COLLEGE DAY

(Continued from p. 1)

They also learned that financial aid was available at most colleges.

Jacqueline Kinlow (9-137) states, "I found out what high standards schools such as Muhlenberg, Harvard, Radcilffe, and Allentown have set for students. The schools which I have mentioned are very well-known for their pre-law programs which I am interested. One needs at least a "B" average to be accepted. This is why that in the ninth grade all grades on tests count. Did you know that Radcliffe only accepts 475 students out of 3400 applicants every year? Well, think again, dear friend, Your time is coming".



Dates From Black History

May 1975

THURS.
1 Howard University chartered by Act of Congress. 1867

FRI.
2 Denmark Vesey's slave conspiracy betrayed at Charleston, S.C. 1822

SAT.
3 Macon B. Allen is first Black formally admitted to the bar, at Worcester, Mass. 1845

SUN.
4 CORE begins freedom rides throughout the South. 1961

MON.
5 Gwendolyn Brooks' *Annie Allen* earns first Pulitzer Prize for a Black poet. 1950

TUES.
6 Martin R. Delany, physician, editor, author, explorer, and Black nationalist, born free in Charlestown, Va. 1812

WED.
7 In 1850: 3,638,808 Blacks in U.S., 15.7 percent of population.

THURS.
8 A. Philip Randolph organizes Brotherhood of Sleeping Car Porters. 1925

FRI.
9 Supreme Court bars segregation of Blacks in southern universities. 1950

SAT.
10 P.B.S. Pinchback, Lieutenant-Governor of Louisiana in Reconstruction, born. 1837

SUN.
11 William Grant Still, composer of musicals, symphonies, opera, born in Mississippi. 1895

MON.
12 John Woolman, New Jersey Quaker humanitarian, begins anti-slavery campaign. 1743

TUES.
13 Joe Louis, heavyweight boxing champion, born. 1914

WED.
14 Arthur Ashe is first Black to play on U.S. Davis Cup tennis team. 1963

THURS.
15 Congress declares foreign slave trade a piracy, and is punishable by death. 1820

FRI.
16 Isaac Murphy, Black jockey, wins Kentucky Derby. 1884

SAT.
17 Supreme Court declares racial segregation in public schools unconstitutional. 1954

SUN.
18 First law against slavery in America enacted by Rhode Island. 1652

MON.
19 Blanche K. Bruce appointed Register of Treasury by President Garfield. 1881

TUES.
20 In 1704, the Frenchman, Elias Neau, opens a school for slaves in New York City.

WED.
21 Peter Jackson, great Black boxer, fights 61-round draw with James J. Corbett. 1891

THURS.
22 Langston Hughes, poet, dies in New York. 1967

FRI.
23 Charles E. Nash, Reconstruction Congressman from Louisiana, born. 1844

SAT.
24 Leontyne Price stars at opening of new Metropolitan Opera House. 1966

SUN.
25 William C. Nell, pioneer Black historian, dies. 1974

MON.
26 Boston abolitionists attempt rescue of fugitive slave Anthony Burns. 1854

TUES.
27 Horace Pippin, self-taught Black artist, has first one-man show. 1940

WED.
28 Sojourner Truth participates in Women's Rights Convention. 1851

THURS.
29 In 1860: 4,441,830 Blacks in U.S., 12.7 percent of population. About four million were slaves.

FRI.
30 Countee Cullen, poet, born. 1903

SAT.
31 Supreme Court issues second ruling on school desegregation calling for all deliberate speed. 1955

June 1975

SUN.
1 Jupiter Hammon, New York slave, publishes first poems in 1760.

MON.
2 99th Pursuit Squadron, Black Air Force unit, flies first combat mission in Mediterranean. 1943

TUES.
3 Dr. Charles R. Drew, originator of blood plasma, born. 1904

WED.
4 Arna Bontempe, Black Renaissance author, dies. 1973

THURS.
5 Federal court holds Montgomery bus segregation unconstitutional. 1956

FRI.
6 Jean Baptiste Point du Sable, a Black from Haiti, establishes Chicago's first permanent settlement in about 1772.

SAT.
7 Massachusetts Bill of Rights adopted, interpreted by courts to mean end of slavery in the state. 1780

SUN.
8 Supreme Court bans discrimination in restaurants of Washington, D.C. 1953

MON.
9 William Stanley Braithwaite, poet, critic, and editor, dies. 1962

TUES.
10 Marcus Garvey, Black nationalist, dies in England. 1940

WED.
11 Delegates from eight states form the American Convention of Abolition Societies in Philadelphia. 1794

THURS.
12 Medgar W. Evers, head of Mississippi NAACP, assassinated. 1963

FRI.
13 Oscar J. Dunn becomes Lieutenant-Governor of Louisiana during Reconstruction. 1868

SAT.
14 In 1870: 4,880,009 Blacks in U.S., 12.7 percent of population.

SUN.
15 Henry O. Flipper, born a slave in Georgia, is first Black to graduate from West Point Military Academy. 1877

MON.
16 Race riot erupts in Detroit, leaving 34 dead. 1943

TUES.
17 Peter Salem shoots Major Pitcairn in Battle of Bunker Hill. 1775

WED.
18 In 1909 Nannie Burroughs, Baptist leader, founds National Training School for Women.

THURS.
19 Slavery abolished in territories of U.S. by Act of Congress. 1862

FRI.
20 Charles W. Chestnutt, first Black fiction writer to reach wide white audience, born. 1858

SAT.
21 Henry O. Tanner, artist, born in Pittsburgh. 1859

SUN.
22 Joe Louis knocks out Max Schmeling. 1938

MON.
23 James Chaney, Andrew Goodman, and Michael Schwerner murdered at beginning of Freedom Summer in Mississippi. 1964

TUES.
24 Samuel Sewall of Massachusetts publishes *The Selling of Joseph*, first anti-slavery tract in the colonies. 1700

WED.
25 President Roosevelt creates Fair Employment Practices Committee in 1941.

THURS.
26 American Medical Association seats first Black delegates at its convention. 1950

FRI.
27 Paul Laurence Dunbar, first major poet to treat Black folk-life, born in Dayton, Ohio. 1872

SAT.
28 Anthony Benezet opens school for Blacks in Philadelphia. 1770

SUN.
29 In 1880: 6,580,793 Blacks in U.S., 13.1 percent of population.

MON.
30 Day of the Congo's Independence. 1960

HOROSCOPE AND CHARACTER ANALYSIS—

by Frank Davis

If you were born May 21 to June 21—

YOUR SUN IS IN *GEMINI*

All about your character and your talents

Abundantly Mercury scatters his talents over the Gemini-born: a quick perceptive faculty, adroitness, logic but also curiosity, restlessness and lack of concentration. You do not find it easy to channel this abundance of talents into an orderly existence, for with "two souls in one breast" you find it difficult to make decisions.

Even as a child you were not easily subdued; your thirst for knowledge, your vitality, your spirit of enterprise knew no bounds and of an evening your parents fell exhausted into bed, but not you. Nevertheless, while you found your school work easy, your reports were poor only when your attention was occupied by other things.

As conspicuous as a bright light your widespread interests, inclinations and talents form the centre of your life. No-one else born under the stars takes greater delight in meeting people; because you are excellent company you are well-liked wherever you go and you are often envied for your ability to make new acquaintances easily and to establish new contacts.

A distinct characteristic of the Gemini-born is their language ability, the ease with which they speak and write. Their manoeuvrable intelligence--which has its origin in sober intellect—enables them to see both sides of every matter. Fanaticism and intolerance are not part of them. Conspicuous in them is their sustained spiritual elasticity and their youthful appearance stretching over many years. This is the case although—or possibly because—they suffer greatly as their mood fluctuates. Their nervous system reacts with exceptional speed and consequently is sensitive and particularly susceptible.

Profession and achievements—your prospects

The pronounced craving for what is new, the hankering after new experiences and the thirst for knowledge become evident in the early youth of the Gemini-born. His professional career is changeable and unsettled. The Gemini is inclined to change his occupation frequently and only towards the beginning of the second half of his life does he look for and find an occupation which he will retain and which thus offers a measure of material security. Those born under the Gemini have a proverbial desire to travel and this coincides with frequent changes of home and domicile. Those who remain in their place of birth are the rare exception.

All these factors readily create the danger of frittering away good potential, of distracting the mind. Only in the case of the mixed types of the Gemini-Taurus (April 21—May 21) this danger will recede in the face of greater stability and adjustability.

The most outstanding talents of the Gemini spring from their intellect. Due to their ability to speak and write well and their talent for acquiring languages quickly and effortlessly they are to be found in all the branches of the radio, television, literature and philology, in industries geared for export, in publishing houses as well as in other professions where the ability to grasp quickly, to adjust easily and where versatility and a sharp intellect are essential.

The *female* born under Gemini displays the same galaxy of talents. Possibly her wanderlust is even stronger. Not surprising, therefore, to come across an above average number of stewardesses amongst them; foreign correspondents, personnel manageresses or fashion employees.

Love, marriage and relations to environment

With whatever the Gemini-born may be reproached, in love and in marriage he is not boring. A partner who expects his abundance of plans, ideas and interests to compensate for homeliness, will be disappointed. As in his professional career the Gemini-born *male* is searching for the "right one" in love. As the sign of his star is the most volatile of the entire zodiac, he experiences difficulty in keeping abreast of all the conquests he so easily makes. In spite of his pleasant nature and his bubbling enthusiasm he becomes visibly hesitant when he has to take the decisive step towards marriage. Frequently this step is not regarded as final but rather as another step forward on the road to a new, ideal alliance. Attorneys specialising in divorce benefit from this.

Once you have found the right wife, your marriage becomes a show-place where a never-ending series of brilliant ideas, brain-waves and plans are launched. This does not only keep you, but also those living near you, young—spiritually and physically.

The position is similar in the case of the Gemini-born *female:* she is cheerful and high-spirited and always planning something new in the achievement of which other new interests and aims are uncovered. Even at a ripe age she remains attractive and has a spiritually refreshing effect on her partner.

All those born under Gemini are frank, direct and honest. They get on well with others and understand the knack of getting to know and cultivating others. By virtue of their ability to speak fluently they often are the central figure—and this they enjoy. Their humour is frequently spiced with irony and satire.

Tips with regard to health

The nervous system is susceptible, particularly the vegetative organs, and there is an inclination for the respiratory passages to become infected.

Prominent people amongst the Gemini-born

Judy Garland
Prince Philip
John F. Kennedy
John Wayne
Walt Whitman
Leslie Uggams
Bob Hope
Dean Martin

Naylor Coin-Op
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3039 Naylor Rd., S.E.

If you were born June 22 to July 22 —

YOUR SUN IS IN *CANCER*

All about your character and your talents

No other sign of the zodiac is so strongly influenced and guided by emotion as that of Cancer. This is reflected in the sensitiveness and touchiness and dependence on moods which is part and parcel of him. Responsible for this is your dominant heavenly body, the moon, symbol of ups and downs, of movement forward and backward. In fact, the effect of this follower of the earth is as conspicuous in your life as a red line—in the fate of your career as well as in love and in marriage, all of which are characterised by restlessness, changes and fresh starts. The more surprising, therefore, that you never fail completely but always find a new point of departure ushering in a new period of progress.

A good memory, imagination and intuition are some of your most outstanding characteristics. Through these talents you are superior to others in various spheres. You yourself often suffer as a result, for not only do you worry frequently—you worry unnecessarily, and your pessimism afterwards proves to have been groundless. This inclination you should resist firmly, for otherwise you will harm your spirit too easily!

Undeniably the Cancer-born belong to the charitable, friendly and soft-hearted fellow-creatures. Here the paradox which is inherent in them becomes evident: they can live harmoniously only when they receive recognition, praise and encouragement from those around them. In contrast to this they lack a sound and natural self-confidence to appear in public. They withdraw into themselves much too soon.

Profession and achievements—your prospects

Nowhere else is a more pronounced restless period at the commencement of a professional career to be found than under this sign. The inherent readiness to change and the fluctuating aims hamper steady promotion which is only achieved by greater exertion and by overcoming the innate shyness. Otherwise the danger exists that the Cancer-born will accept a position which is not commensurate with his talents and abilities. Nevertheless, he maintains a steady tempo at work, is disciplined and reliable. One characteristic of the Cancer-born deserves special mention: his uncanny, sometimes even grotesque attachment to water or moisture. Statistics prove beyond any doubt that people born under this sign are drawn very strongly to the element water. They prefer a house near a river, stream or the sea. They have a preference for voyages by sea. They enjoy dealing with liquids in some form or other, or will otherwise be concerned with one of the many occupations concerned with one of the many occupations concerned with food. It is hardly necessary to say that they are very strongly represented amongst the mariners—including captains.

Love, marriage and relations to environment

In their relations to their environment romanticism plays the most important part, even though they will not admit it. This frequently leads to disappointments, until they have learnt to adjust their innermost wishes to an ideal reality.

A further characteristic is their strong attachment to the parental home and particularly to the mother. For the very good reason that they can be inclined to regard the world as an unfriendly or even hostile place, they frequently withdraw into their childhood and seek motherly love—sometimes until the late twenties. When they succeed in freeing themselves form this association in good time, their prospects for a harmonious and happy love life and marriage are good, and their frequent changes of mood stop.
In the life of the *male* Cancer his first love plays a decisive part—often unconsciously and often till far into middle age. As he is peace-loving, uncomplicated and calm, he has difficulty in finding a partner for life for whom he then provides faithfully. This is subject to the condition that she must share his love for his home, his possessions and his small corner of the earth. She must be greatly attached to the children and look after them well—the same as he does, for in his life they take first place.

Tips with regard to health

Prone to disorders of the digestive system (particularly the stomach and liver); inclined towards neurotic conditions.

Prominent people amongst the Cancer-born

Helen Keller
Marc Chagall
Julius Caesar
Leslie Caron
Rembrandt van Ryn
Phyllis Diller
Julie Eisenhower
Diahann Carroll

TALKING WITH BARBARA

by Barbara Mauldin

Spring is here and it will soon be hot. The girls at Hart will want to wear midriffs, halters, and shorts. I think that there should be a change in the dress code here at Hart. I know that the staff feels that a particular dress code is best for the students, but it does get very hot.

If halters aren't allowed, I would understand that, but I really think that shorts and midriffs should be allowed. I don't think the young men here at Hart would bother the girls, if they walked down the halls in a pair of shorts and a midriff blouse.

I believe a change in the dress code would make many of the girls feel better.

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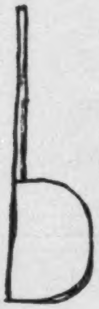
OODLES OF DOODLES ---

Just doodlin' what comes naturally



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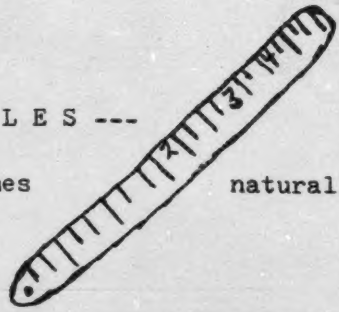
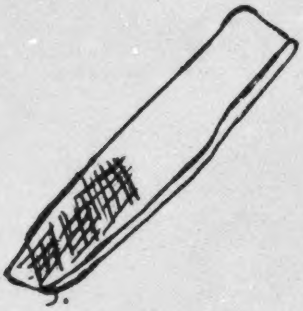


2.

Kennard Bryant



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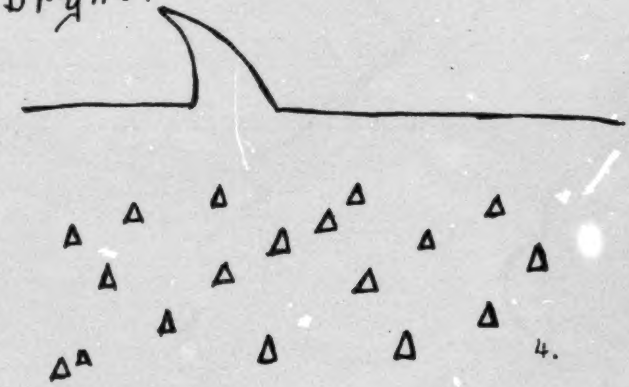


4.

ANSWERS

1. A 12 hour sucker
2. A tapeworm
3. The dirty end of the stick
4. A game of connect the triangles

jokes

Question: Why didn't the animals on Noah's ark play cards?
Answer: Because Noah was standing on the deck.

Question: What did one casket say to the other casket?
Answer: Is that you coffin?

by Michael Younger 9-309

Question: What did Tennesee?
Answer: The same thing Arkansas.

Question: What did Delaware?
Answer: A New Jersey.

Question: Why couldn't the teacher see her students?
Answer: Because she didn't have any pupils.

Question: Why didn't Batman go to the card game?
Answer: Because he was afraid of the Joker.

by Robin Fletcher 8-32

Question: What month has 28 days?
Answer: All of them.

by Marcia Harrison 8-308

Sports

POLL WINNERS

ALVIN JENKINS AND ANTHONY MARTIN

FOOTBALL - Alvin Jenkins--9-224

POSITION PLAYED - Defensive End

GREAT ACCOMPLISHMENT - When he made the safety against Douglass and was responsible for winning the game.

"We owe our winnings to Mr. Harris who well coached us and also the great team spirit. I plan to go to Ballou and play fullback during the summer practice. I wish the coming team good luck in the fall".

BASKETBALL - Anthony Martin (9-226)

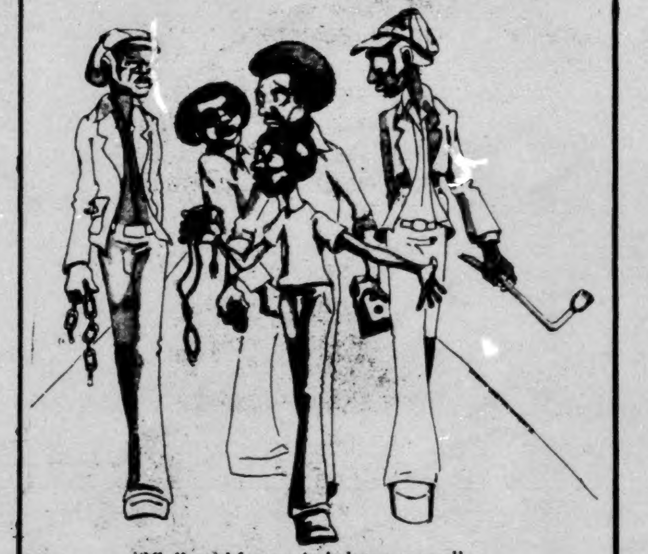
POSITION PLAYED - Center

GREAT ACCOMPLISHMENT - One of the high scoring players. He blocked lots of shots. Plans to go to McKinley Tech and play forward.

"I'm changing positions because I don't feel I'm quite tall enough and don't carry enough weight for center. Hart should have a better year in basketball especially, since LeVelle Miller, Curtis Mill, and Reginald Fuqua will be back to assist the team".

SOFTBALL SCHEDULE

APRIL	21	Elliot at Hart
	23	Roper at Hart
	25	Jefferson at Hart
	28	Kramer at Kramer
	30	Browne at Browne
MAY	2	Woodson at Woodson
	5	Miller at Hart
	7	Elliot at Elliot
	9	Roper at Roper
	12	Jefferson at Jefferson
	14	Kramer at Hart
	16	Browne at Hart
	19	Woodson at Hart
	21	Miller at Miller



"Y'all said for me to bring a razor."

SOFTBALL TEAM

Thompson, Dwayne	Pitcher
Allison, Keith	Catcher
Reddick, Shelton	First Base
Markham, Johnny	Second Base
Jenkins, Alvin	Short Stop
Marshal, Thornell	Third Base
Newsome, Edward	Left Field
Washington, Mary	Short Fielder
Hill, Curtis	Center Field
DuPree, Dwayne	Right Field
Brooks, Kevin	Pitcher/Outfield
Hunter, Conway	Catcher
McNeil, Melvin	Outfield
Lawson, Mark	Outfield
Williams, Ronald	First Base
White, Stefon	Outfield/Second Base
Ashe, Antoine	Third Base
Moore, Nelson	Outfield
Carthorne, Ricky	Pitcher
Allen, Tommie	Outfield/Infield

MVP - Dwayne Thompson

Highest Batting Average - C. Hill and A. Jenkins

Next in line for MVP - C. Hill

The Hart Jets re-entered the league this year (after a year of play) and are trying to end the season with at least a .500 record for the year. Although we probably won't be in the playoffs; the other teams will know they had a fight in playing us.

The team has a very good nucleus for the coming years and it won't be long before a champion is crowned at Hart.

Coaches Ballard and Garner are proud of their players and predict the school will be well represented by the team. Stars to watch this year are: A. Jenkins, K. Allison, T. Marshall, C. Hill, M. Washington. Other stars to watch this year and next are: S. Reddick and M. McNeil.

MARY WASHINGTON - SHORT FIELD

She grabs attention because she is a girl. Everyone picks on her and laughs at her until she gets on the field and does her thing. She bats over .300 and is one of the best outfielders on the team. Playing almost flawless ball, Mary has committed only one error in our first ten games.

She has responded very nicely t being the only girl on the team by exhibiting outstanding sportsmanship, and leadership.

CURTIS HILL - CO-CAPTAIN

Curtis has shown the most growth of all the boys on the team. He now sports a batting average close to .400 and is a very serious player. After getting off to a shakey start the first two games, he has come on like Evil Kinevil in his quest to help the team.

Curt has the strongest and most accurate throwing arm on the team and makes few mistakes. He is quiet, gutsy, and respectful (a coaches dream player).

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
WASHINGTON, D. C.

______________ OFFICE

____

______________ DIRECTOR

Memorandum to: Mrs. Emma Lewis, Executive Assistant
to the Associate Superintendent

From: The Department of English ECN. ml

Re: The English Instructional Program at Hart Junior High School

Conditions at Hart Junior High School are unbelievable. Noise, confusion, constant hall-walking by hordes of children are characteristic patterns at any time of the school day. The halls are littered with trash and garbage.-- orange peels half-filled milk cartons, candy papers, crumpled newspapers. The doors of many of the classrooms are locked to keep intruders out. Graffiti of the most obscene type have been scribbled with magic markers on the walls and lockers.

Inside the classrooms, desks were clean. Much of the furniture was new. Bulletin boards were attractive and timely. Some teachers were actively teaching, and most students in the classrooms were quiet and attentive.

In one class, ten seventh grade students worked to improve their vocabularies by finding synonyms and antonyms for words on a list in a spelling book. They used these words in both oral and written sentences. The teacher was patient and enthusiastic. The words, unfortunately were not taken from a story context. Many of them were not within the normal experience of the children. Later, the teacher explained that the actual enrolment of the class was twenty-two, but that most of the students just did not come to class.

In another class, Black History Week was being observed by eighth grade students who had read the life stories of famous Black Americans. The students were giving oral reports in a very mature manner when a large boy, pushed the door open singled out one of the students to insult in a loud manner and left laughing.

A check of the program cards shows that ten of the fourteen teachers are permanent; one is probationary, and three are temporary. Three of the teachers have Master's degrees.

A conference with the Building Chairman indicated general discontent and low morale on the part of English teachers. Each teacher has five classes, but the size of the classes varies widely. The Building Chairman felt that the task of teaching at Hart was so overwhelming because of the extremely crowded conditions there. The teachers were just crushed by the sheer numbers of children at Hart in the beginning of the school year. Now that some new teachers had been hired, she felt that conditions were better. The Building Chairman complimented the two newest members of the English staff for having the courage to use innovative methods. The various grade levels meet to discuss common problems and plan jointly. Materials and books are in short supply, but teachers were in the process of making dittos and worksheets to use.

The Reading Program at Hart

The reading program at Hart leaves much to be desired. In conferences with the reading teachers, we learned that the students selected for reading classes were arbitrarily pulled from other overcrowded classes. There was no evidence of informal testing nor diagnostic-prescriptive teaching. One teacher expressed a need for material, but had no specific requests to make. The Title I teacher indicated that her materials were on order, but that she is doing just as well without them because most of her children "just need vocabulary".

The reading specialist whose program on paper is adjusted to include interaction with other teachers had no activity going on in her classroom on two separate occasions. Her feeling is that the program at the school never recovered from the blow of the teachers' strike. She ventured that a faction in the faculty led by a militant teacher is busily engineering the downfall of the principal who could function with teacher support. As we walked the halls and talked, we observed without comment- students smoking, sitting on floors, window sills or steps. The reading specialist attributed the breakdown in student behavior to a deterioration of morale, professional integrity, professional responsibility of teachers. She believes that the simple solution to all of Hart's difficulties.would be the removal of one teacher whom she believes to be the author of their discontent.

The teachers have had no guidelines, supportive interaction nor staff meetings this year to serve their efforts in reading. Prescriptive test results are available but are unused.

The teachers' general attitudes toward the disarray of the instructional program is one of acceptance without apparent concern. Students, too, would only say that they disliked the school without knowing why.

In spite of the many problems and handicaps, the English teachers at Hart are trying to teach and work with students in the classroom. Many of them are afraid to speak to students in the halls because of the threat of violence.

In many ways, it is impossible to separate the instructional program from the general atmosphere and tone of the building and the community. The public housing units which surround Hart pour the maladjusted and poorly cared for children into the school where they are again neglected, misunderstood, or ignored. Overcrowding in any human situation produces behavior problems.

It is difficult to recommend any type of small change

that would have any effect upon such a grave situation, but the first step seems to be a reduction of the numbers of students per teacher. Then when the number of students becomes manageable, it seems appropriate to plan staff development activities in which both administration and teachers plan for reading improvement, for stepped-up counselling where needed, and for an instructional program which considers both the needs and the goals of the children.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF HISTORY
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

February 23, 1973

MEMORANDUM

TO: Dr. James T. Guines
Associate Superintendent
Division of Instructional Services

FROM: Joseph E. Penn JEP
Supervising Director
Department of History (Social Studies)

SUBJECT: As Requested: An Evaluation of the Social Studies Department at Hart Junior High School Including Pertinent Recommendations for Improvement

As a result of classroom visitations, conferences, observations and analyses of the Social Studies Department at Hart Junior High School, the Department of History (Social Studies) is submitting the following report containing both factual information gained from an on-the-site investigation and our recommendations.

Size of Staff. There are eleven social studies teachers at Hart:

Permanent	- 8
Probationary	- 1
Temporary	- 2
Total	- 11

Class Size. The official class sizes vary from 20 to 37.

Curriculum Offerings in Social Studies. Hart is following without deviation the social studies curriculum prescribed by the Board of Education. The following courses are offered and are currently being taught:

United States Geography
United States History
Civics
Climatic Geography
World Survey of Civilization
Exploring the History of Afro-Americans

continued

Physical Classroom Conditions. The physical conditions of the social studies classrooms appear to be adequate. The rooms have movable furniture allowing for flexibility in instructional techniques. There is also adequate space for book displays and storage.

Class Attendance. It is evident tnat the rate of absenteeism in the social studies classes is very high and represents a real problem. The rate of tardiness is also excessive with the result that the start of some classes is often delayed ten or fifteen minutes. In addition, some classes, once begun, are interrupted continually by the entrance of students.

Quality of Teaching. The caliber of teaching in the social studies classes ranges from poor to superior. Although a few examples of superior teaching were observed, there were far too many instances of dull, uninspiring teaching.

Adequacy of Instructional Materials. The social studies textbook situation at Hart does not appear to be a problem. The students seem to have textbooks in every class. However, students in one history class, "World Survey of Civilization" are using a world geography textbook.

Maps and charts appear to be adequate. Basic instructional materials such as chalk, paper, pencils, etc. are in short supply and unavailable for distribution. There are no facilities to duplicate materials; the ditto machines (all five of them) have not been operating for some time.

The audio-visual hardware (of all types) is totally inadequate for a social studies department of the size at Hart.

Evidence of Ability, Interest, and Attitudes of Students. There is a vast range of ability among students in the social studies classes at Hart, ranging from those who are unable to read to those who are reading above grade level.

The interest level varies from class to class, depending largely upon what is being presented and the way in which it is being presented. Student attitudes for the most part appear to be quite good-natured and in some instances, long suffering.

The rapport between social studies teachers and students appears to be good.

continued

Recommendations:

1. That steps should be taken immediately to reduce drastically the number of interruptions to which the teachers are subjected. It appears that parents and other persons are allowed to take the teacher from her class almost at will to confer with her about problems involving one student. As a result, twenty or thirty students or more are left without a teacher while a conference concerning one student is held.

2. That steps should be taken immediately to tighten up the operation of the social studies department with greater emphasis upon teacher planning and organization. Time should be provided and arrangements made for greater departmental communication and coordination of materials, information and techniques with emphasis upon the necessary parts of a daily lesson.

3. That a strong concerted effort on the part of both the administration and the teachers should be made to greatly reduce absenteeism and tardiness.

4. That a strong and united effort must be made to clear the hallways during class time of hundreds of students and non-students to reduce the annoying and ever present interference with classroom instruction and to help bring about a more wholesome and peaceful climate for learning.

5. That a study of the causes of apparent low faculty morale be made with an immediate follow-up of all necessary steps needed to improve the situation.

6. That steps be taken to provide the social studies department with basic instructional materials such as: paper - both composition and duplicating, pencils, chalk, ditto masters, desk outline maps, a ditto machine, record player and film strip projector.

7. That every effort should and must be made to establish strong, harmonious, objective relations with the Hart community with the primary purpose being to create an atmosphere of mutual trust and respect among parents, teachers, administrators and students so that the quality of education ultimately offered to all Hart students will be the result of a unified effort on the part of all concerned.

JEP:ahm

STAFF DEVELOPMENT
HART JUNIOR HIGH SCHOOL
November 15, 1974

AGENDA

Our Approach to Behavior Management

What Is Behavior

Teacher Attitudes
"Alligator River"

The Vicious Cycle Gestalt

Crisis Intervention

Surface Management

Behavior Modification

Life Space Interviewing

Special Education Resource Team

Pearl Allen
Audrey Jones
Maryhall Sneed
Anna Williams
James Gillespie
Sylvester Dory

STAFF DEVELOPMENT

HART JUNIOR HIGH SCHOOL

November 15, 1974

AGENDA

Introduction

(1) Meet Our Team
(2) The Need for Alternative Programs
(3) Citing Various Alternative Programs

The Presentation

Individualized Instruction...Suggested Techniques and Materials

Browsing Period

(1) Visiting the exhibits
(2) Questions

Special Education Resource Team

Pearl Allen
Audrey Jones
Maryhall Sneed
Anna Williams
James Gillespie
Sylvester Dory

HART JUNIOR HIGH SCHOOL
601 Mississippi Avenue, SE
Washington, D. C. 20032
December 4, 1974

TO THE PASTOR:

AGAIN, THANKS FOR YOUR PAST COOPERATION. WE WOULD BE HAPPY IF YOU WOULD HAVE THE ATTACHED ANNOUNCEMENT MADE TO YOUR AUDIENCE ON SUNDAY.

SINCERELY,

Thomas Harper
THOMAS HARPER, PRINCIPAL

HART JUNIOR HIGH SCHOOL
601 Mississippi Avenue, S. E.
Washington, D. C. 20032

December 5, 1974

Dear Parents:

We invite you to attend our PTSA Meeting, Tuesday, December 10, 1974. Our Conferences will begin at 7:30 p.m. and the General Meeting at 8:30. We hope that you will make plans to attend.

As we approach the end of the year we look forward to your continued support. With your support we can make the New Year—a year of "TOGETHERNESS" for Parents, Teachers, Students, and Administrators of the House of Hart.

We wish for you and yours a Happy Holiday Season.

Sincerely,

Thomas Harper
Thomas Harper, Principal

HART JUNIOR HIGH SCHOOL
601 Mississippi Avenue, S. E.
Washington, D. C. 20032

March 25, 1975

TO THE PASTOR

Dear Sir:

Again, we at the "House of Hart" wish to thank you for helping us to keep our community informed. This has been a great asset to our school.

Would you be kind enough to announce the following to your audience:

PTSA MEETING - HART JUNIOR HIGH SCHOOL
TUESDAY, APRIL 8 at 7:30 P.M.

Best wishes for a Happy Easter.

Sincerely,

Thomas Harper

Thomas Harper
Principal

STAFF DEVELOPMENT DAY - HART JR HIGH SCHOOL
SKYLINE INN - FEBRUARY 23, 1973

Group IV
Facilitator - Dr. Irv Gordy
Recorder - Mrs. Mattie Colson

I. SIGNIFICANT FACTS AND CAUSES OF PROBLEMS

A. Discipline
  1. Hall walkers
  2. Smoking
  3. Lack of interest
  4. Lack of respect (self, teachers, fellow-students, administration, rules and regulations)

B. Attendance
  1. Tardiness
  2. Class cutters
  3. Turancy
  4. Chronic absenteeism

C. Communication (mass)
  1. Lack of communication between -
     a) teacher-administrator
     b) teacher-teacher
     c) teacher-parent
     d) teacher-community
     e) teacher-student
  2. Lack of unity and trust
  3. Victims of "Do Your Own Thing"
  4. Rules not enforced

D. Facilities
  1. Physical plant
     a) largest Junior High enrollment in city
     b) students housed in more than one building
     c) cafeteria too small for student body
  2. PA System - out because of vandalism
  3. Clocks removed - new ones not replaced

E. Materials and Equipment
  1. Books
     a) not enough books for all students
     b) students share books
     c) only classroom sets
  2. Lack of materials for special classes
     a) materials ordered - arrive too late for time planned
  3. Lack of equipment and repairs on equipment on hand

II. FORCES AGAINST DISCIPLINE

A. Lack of programs
B. Rules and regulations not enforced
C. Too much permissiveness (everyone)
D. Lack of communication (mass)
   1. Teacher-Teacher
   2. Teacher-Administrator
   3. Teacher-Student
   4. Teacher-Parent
   5. Teacher-Community
E. Lack of Unity (total)
F. Morale low
G. Lack of Authority - Who's in Command?
   1. Downtown
   2. Community
   3. Principal
   4. etc.
F. Time
   1. Homeroom too short to do work assigned
   2. Assemblies planned and scheduled without due consideration to fellow-teacher or staff
   3. Supplies and materials ordered and arrive too late for purpose intended
G. Hart Unique
   1. Physical layout
   2. Enrollment
   3. School environment

III. FORCES FOR DISCIPLINE

A. Handbooks (up-date)
   1. Teacher
   2. Student
B. Authority figure
C. Aides
   1. Community
   2. Special
D. Daily Bulletin
E. Student Council
F. Uniform Officer
G. Teachers
H. Counselors
I. Principal
   1. 4 assistant principals
J. Parents (some)
K. Students
L. Resource people
M. Attendance Bulletin

IV. POSSIBLE SOLUTIONS FOR DISCIPLINE - Immediate and Long Range

A. Immediate
  1. Hall Duty - all teachers will be on hall duty at the change of classes and remain until halls are clear of students.

     Use Buddy System to walk halls where needed.
  2. Cafeteria - each teacher will give up at least 5 minutes of his/her lunch time to visit student cafeteria.
  3. Give special attention to classroom when teacher is on leave. (discourage hall walkers from wandering in)
  4. Phoning Committee
     a) Teachers
     b) Parents
  5. Daily Bulletin (2 parts)
     a) Teachers - top part
     b) Students - bottom part (read and post)
  6. Daily Attendance Bulletin to be ready before third period of same day attendance taken.
  7. I.D. Cards
     a) To be kept with student at all times
     b) This will serve as a measure to prevent student from giving false information.
  8. Tardy or Detention Hall
     a) Students arriving after 9 a.m. be detained after school until 4 p.m.
     b) Parents will be notified by telephone committee.
  9. Special room for hall walkers
     a) student will spend day in designated room
     b) Instructional materials will be given each student
     c) student sent to special room for hall walkers three times will be subject to suspension.
     d) special program be set up for hall walkers who are not able to learn in a normal classroom setting.

B. Unity and Expectancies
  1. Teacher
     a) speak to co-workers, administrators, students, etc.
     b) forget clique and help fellow teacher in need.
     c) share information and materials
     d) spread good news as rapidly as you spread gossip
     e) let co-worker know when he is doing a good job
     f) let co-worker know when he is not performing up to par
     g. report to and remain on duty post as scheduled

        h) don't teach down to student, but at the same time do not lower your standards
        i) set the stage for learning by your voice, appearance, and the presentation of subject matter
        j) assume the role for which you were hired--be professional
    2. Administrators -
        a) Let faculty know who is in "charge"
            (1) downtown
            (2) community
            (3) principal
            (4) students
            (5) WHO?
    3. Keep faculty informed of changes in directives
    4. Communicate with faculty
        a) Speak
        b) single out individual who is not doing his job--do not generalize by putting notice in the bulletin. (Put notice in teacher's box - after 3 notices call in for a conference)
        c) notify faculty in advance of planned and all other scheduled assemblies
        d) establish guidelines or rules and regulations to be followed by teachers

C. Long Range
    1. Block scheduling
        a) Seventh graders only
        b) housed in demountables
        c) teachers will have 7th grade homerooms and follow schedule of same grade level.
    2. Bell system
        a) bell to signal end of class period followed by signal 5 minutes later to begin next class period. (student will know that he is tardy after bell signal)
    3. Revision of teacher handbook
        a) copy of handbook to each teacher (new and old)
        b) Teacher responsible to read and be aware of ruled and regulations in handbook.
        c) teacher to be notified of any changes or additions
    4. Revision of student handbook
        a) handbook issued to each student
        b) student and parent sign book slip
        c) homeroom - spend time reviewing rules (this could be done before rules are knowingly broken)
    5. More assemblies (all grade levels)
        a) Welcome - September
        b) rules and regulations
        c) etc
        d) awards assemblies - each semester
        e) Departmental assemblies
        f) other assemblies as planned

6. Doors - Entrances - 52
    a) check with safety inspector about the possibility of closing some entrances permenantly
    b. close some entrances at certain times during school day

INDIVIDUAL PUPIL PROFILE (SAMPLE)

____________________ School

Name: ____________________ Section: ________________
Address: ____________________ Telephone: ________________
Birthdate: ____ / ____ / ____ Age: ________________
Month Day Year

Parents Name: ________________
Parents Address: ____________________ Telephone: ________
Business Address: ____________________ Bus. Phone: ________

Extra-Curricular Activities: ____________________

Grades:

Subjects	Period	Pre	Post	Teachers	Room
English					
Math					
Science					
Geography					
Language					
Music/Art					
Shop					
Physical Education					

Results from Diagnostic Team:

Reason for Non-Attendance: ____________________

Attendance Record: ____________________

A.O.'s Comments: ____________________

Referrals for Class-Cutting: By: ________________

To: ________________

Date: ________________

Class Period: ________________

Contacts with Parents (by Support Team member)

Date	Member of Team	Method of Contact	Results and/or Comments

Use reverse side for lengthy comments.

Attitudinal Survey

INSTRUCTIONS: The purpose of this study is to measure your feelings toward the programs, personnel, curriculum, etc. at Hart Junior High School by having you judge them against a series of descriptive scales. In taking this survey, please make your judgments on the basis of what these things mean to YOU.

If you feel that the item is *very closely related* to one end of the scale, you should place your check-mark as follows:

fair; __X__; _____; _____; _____; _____; _____; _____; unfair
fair; _____; _____; _____; _____; _____; _____; __X__; unfair

If you feel that the item is *quite closely related* to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

good; _____; __X__; _____; _____; _____; _____; _____; bad
good; _____; _____; _____; _____; _____; __X__; _____; bad

If the item seems *only slightly related* to one side as opposed to the other side (but not really neutral), then you should check as follows:

kind; _____; _____; __X__; _____; _____; _____; _____; cruel
kind; _____; _____; _____; _____; __X__; _____; _____; cruel

The direction toward which you check depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept or item to be *neutral* on the scale, both sides of the scale are equally associated with the item, or if the scale is completely irrelevant, unrelated to the item, then you should place your check-mark in the middle space:

safe; _____; _____; _____; __X__; _____; _____; _____; unsafe

IMPORTANT: (1) Place your check-mark in the middle of spaces, not on the boundaries:

THIS NOT THIS
_____; __X__; _____; _____; X____; _____; _____; _____

(2) Be sure you check every scale for every item--do not omit any.

(3) Never put more than one check-mark on a single scale.

I. Local Board

1. creative;_____;_____;_____;_____;_____;_____;_____; destructive
2. responsive;_____;_____;_____;_____;_____;_____;_____; unresponsive
3. valuable;_____;_____;_____;_____;_____;_____;_____; worthless
4. effective;_____;_____;_____;_____;_____;_____;_____1 ineffective

II. P.S.T.A.

1. effective;_____;_____;_____;_____;_____;_____;_____; ineffective
2. helpful;_____;_____;_____;_____;_____;_____;_____; useless
3. creative;_____;_____;_____;_____;_____;_____;_____; destructive
4. cooperative;_____;_____;_____;_____;_____;_____;_____; uncooperative

III. Administrators

1. fair;_____;_____;_____;_____;_____;_____;_____; unfair
2. friendly;_____;_____;_____;_____;_____;_____;_____; unfriendly
3. strong;_____;_____;_____;_____;_____;_____;_____; weak
4. honest;_____;_____;_____;_____;_____;_____;_____; dishonest

IV. Teachers

1. productive;_____;_____;_____;_____;_____;_____;_____; lazy
2. valuable;_____;_____;_____;_____;_____;_____;_____; worthless
3. considerate;_____;_____;_____;_____;_____;_____;_____; inconsiderate
4. kind;_____;_____;_____;_____;_____;_____;_____; unkind

V. Over-all Curriculum

1. relevant;_____;_____;_____;_____;_____;_____;_____; irrelevant
2. interesting;_____;_____;_____;_____;_____;_____;_____; dull
3. up-to-date;_____;_____;_____;_____;_____;_____;_____; obsolete
4. extensive;_____;_____;_____;_____;_____;_____;_____; limited

VI. Activities

1. interesting;_____;_____;_____;_____;_____;_____;_____; dull
2. practical;_____;_____;_____;_____;_____;_____;_____; impractical
3. valuable;_____;_____;_____;_____;_____;_____;_____; worthless
4. relevant;_____;_____;_____;_____;_____;_____;_____; irrelevant

VII. Policeman

1. kind;_____;_____;_____;_____;_____;_____;_____; ruthless
2. supportive;_____;_____;_____;_____;_____;_____;_____; uninterested
3. reliable;_____;_____;_____;_____;_____;_____;_____; unreliable
4. necessary;_____;_____;_____;_____;_____;_____;_____; unnecessary

VIII. Communication Process

1. comprehensive;_____;_____;_____;_____;_____;_____;_____; limited
2. effective;_____;_____;_____;_____;_____;_____;_____; ineffective
3. consistent;_____;_____;_____;_____;_____;_____;_____; inconsistent
4. practical;_____;_____;_____;_____;_____;_____;_____; impractical

IX. Physical Environment

1. attractive;_____;_____;_____;_____;_____;_____;_____; unattractive
2. safe;_____;_____;_____;_____;_____;_____;_____; unsafe
3. pleasant;_____;_____;_____;_____;_____;_____;_____; unpleasant
4. adequate;_____;_____;_____;_____;_____;_____;_____; inadequate

X. Support Services (counselors, nurse, psychologist, A.O., etc.)

1. comprehensive;_____;_____;_____;_____;_____;_____;_____; limited
2. effective;_____;_____;_____;_____;_____;_____;_____; ineffective
3. supportive;_____;_____;_____;_____;_____;_____;_____; uninterested
4. valuable;_____;_____;_____;_____;_____;_____;_____; worthless

SURVEY OF KNOWLEDGE OF PRACTICES AND PROCEDURES

Questionnaire

This survey is being made to determine your knowledge of school policies and procedures at Hart Junior High School. Please circle your answer, "yes" or "no," to the questions. Do not sign your name to the questionnaire.

Circle one			QUESTIONS
yes	no	1.	Do you know how many teachers work at Hart Junior High School?
yes	no	2.	Do you know who the principal is at Hart?
yes	no	3.	Do you know how the school is organized?
yes	no	4.	Do you know how students are assigned to classes at Hart Junior High School?
yes	no	5.	Do you know when the P.S.T.A. meets?
yes	no	6.	Do you know the functions of the local School Board?
yes	no	7.	Is fighting an automatic suspension offense at Hart?
yes	no	8.	Are you familiar with the Waddy Decree?
yes	no	9.	Do you know what violations or offenses cause suspension or parent conferences?
yes	no	10.	Do you know what support services are available at or through Hart Junior High School?